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ABSTRACT

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education. It suggests procedures and activities for implementing exploration phase objectives and activities in the junior high school curriculum through a strategy of infusion or integration into the curriculum. The career education objectives are intended to focus on the learner and the activities are seen as a means for accomplishing this end. The document describes the process used for implementing career education objectives for the exploration phase and presents suggestions for activities that can be used in the classroom or as examples for a teacher in developing others. The exploration phase in composed of activities focusing on self-concept (15 major objectives), world-of-work (11 major objectives), and self and world-of-work (five major objectives). The activities are presented using the following format: career education objective; several instructional objectives; activity related to each instructional objective; resource materials; and suggestions for student evaluation. (Author/EC)

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# Models for Career Education in Iowa

## IMPLEMENTING CAREER EDUCATION OBJECTIVES IN THE CLASSROOM

## EXPLORATION PHASE

W. O. Schuermann

Iowa a place to grow

Department of Public Instruction

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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# Models for Career Education in Iowa

## IMPLEMENTING CAREER EDUCATION OBJECTIVES IN THE CLASSROOM

## EXPLORATION PHASE

CONDUCTED UNDER RESEARCH AND EXEMPLARY GRANTS
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa State University
College of Education
Department of Agricultural Education
Ames, Iowa 50010

1975

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## PREFACE

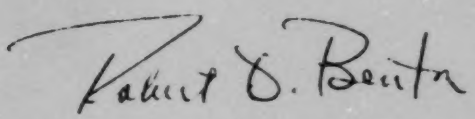
Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 thru the Iowa Department of Public Instruction. The purpose of the effort was to research, define and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A series of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.



Robert D. Benton, Ed.D.
State Superintendent of
Public Instruction

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

## ACKNOWLEDGEMENTS

The curriculum process and example activities described herein are based on experiences encountered by teachers who participated in the exemplary project entitled "Models for Career Education in Iowa." The activity(ies) described for each career education objective are examples of how project teachers approached satisfying the career education objectives in their school.

Much credit is due personnel in the nine local schools who tested and validated these procedures and activities in their system. Appreciation is expressed for the assistance and contributions of project participants and staff in the development of this publication, which was compiled by

Donald J. Flynn
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## INTRODUCTION

The purpose of this publication is to suggest procedures and activities for implementing exploration phase objectives written for the project, "Models for Career Education in Iowa." The objectives and activities represent suggestions rather than an outline of a specific curriculum. They are intended to present ideas without inhibiting creativity and to avoid predispositions that a particular objective or activity is most appropriate for a certain subject area.

The strategy for implementing career education employed and tested was that of infusion or integration into the curriculum. Career education is seen as an added dimension of all aspects of the instructional program rather than a separate course or package. This strategy is based on a model of career education and objectives which define the career development process. A complete description of the model and a listing of the objectives can be found in the publication entitled, "Career Development Model and Explanation," which is one in the series of publications developed by the project, "Models for Career Education in Iowa." A listing of exploration phase objectives is included in the present publication.

The career education objectives are intended to focus on the learner rather than upon the performance of the activity or the direction of an activity by the teacher. The activity is seen as a means for accomplishing an end rather than as an end in itself.

Focus on the learner and achievement of the career education objective may present a new challenge to the teacher who is implementing career education concepts in the classroom. The purpose of this publication is to describe the process used for implementing career education objectives and present suggestions for activities that can be used in the classroom or as examples for a teacher in developing others. Teacher participation in the process of developing career education activities, similar to those presented in this publication, is seen as an important requisite for implementing career education objectives.

Sample activities are provided for each curriculum-level career education objective. They represent a product of the process of developing activities, provide examples of interpretations of each objective, and exemplify the use of levels of objectives in the classroom.

The activities described in this publication are presented using the following format:

CAREER EDUCATION OBJECTIVE: The program objective for each phase in the career development model is intended to give a general orientation to the more specific numbered curriculum-level career education objectives.

The curriculum-level objectives are written comprehensively to allow for interpretation by individual teachers. Objectives relating to the self-concept are designated as 1.00 consecutively, objectives relating to the world-of-work are designated as 2.00 consecutively, and objectives relating to self and the world-of-work are designated as 3.00 consecutively.

INSTRUCTIONAL OBJECTIVE: The instructional objectives are more specific than the career education objective and are oriented directly to the described activity. They are written by teachers to fulfill the needs of a particular student, class, or community. As presented, they may or may not be appropriate for use in another class situation.

ACTIVITY: This section of the format cites learning opportunities to be provided for students. The activity can take place in a few minutes, require several days, weeks, or the entire school year, or be a segment of a larger project. The activity relates directly to the career education curriculum-level objective and the corresponding instructional objective.

EVALUATION: The evaluation section contains procedures the teacher can follow to assess student achievement of the desired behavior as stated in the objectives. It should relate directly to the activity.

## PROCEDURE EMPLOYED IN DEVELOPING ACTIVITIES

The following describes a procedure used by teachers when implementing career education objectives. For strategies employed in total implementation of the career education concept refer to the publication entitled, "Implementing Career Education in the School Curriculum," which is one in this series of publications.

Essential in the implementation of objectives through activities is a conceptualization of the sources for objectives and the general curriculum process. Several schema for curriculum processes exist, but one found most helpful in this project was the one outlined by Dr. Ralph Tyler in his book, Basic Principles of Curriculum and Instruction. Dr. Tyler suggests student needs, societal needs, and subject matter specialists as three sources for objectives in the school curriculum. The objectives chosen by a school would be screened on the basis of the school philosophy and the psychology of learning. It is suggested that a school wishing to implement career education provide inservice opportunities in curriculum development for the professional staff.

### Approaches to Writing Activities

Project teachers identified two approaches for writing of activities. One approach was to develop a project oriented toward a program-level objective or philosophy. Another approach was to select a specific objective and develop a series of activities that would lead to the fulfillment of that objective.

The first approach is one with which teachers may be most familiar due to their experiences in planning units and special class projects. The project is planned to meet the program-level objective and then the teacher relates sections of the activity to curriculum-level objectives. An example of this procedure might be the development of an activity to meet the program-level objective:

> The learner begins to identify occupational areas that most closely align with his/her self-concept.

An appropriate project for this objective might be the conceptualization of the role of student when applying for and holding a job. Students would complete a personal resume and application forms before undergoing a personal interview with the teacher. Evaluation of "job" performance would be held periodically during the school year.

After deciding on the project, the teacher can select specific activities that would relate to the curriculum-level objectives. For example,

student goals for personal growth during the year might relate to the curriculum-level objective:

1.4 Acquires some long-term personal goals.

Other segments of the project would relate to other curriculum-level objectives.

A second approach involves writing a series of activities oriented toward curriculum- and instructional-level objectives. With this approach, the planning process begins with selection of a curriculum-level objective to serve as the focus for activities. The teacher then "brainstorms" for activities that might lead to student achievement of that objective. Sources of ideas might be curriculum guides, textbooks, other teachers, students, or publications such as this one. An example of this process might be developing activities that relate to the objective:

2.3 Explores a wide range of occupations.

Several activities might be developed such as, conduct interviews with persons in selected occupations; read about the occupations; or seek part-time or volunteer summer work related to a selected occupation. The latter approach is frequently employed by teachers who are accustomed to developing an activity from an objective and is the approach described in this publication.

## Steps in Developing the Activities

Seven steps are outlined in the process of developing activities that relate to the career education objectives. The steps are described in a sequence that is logical, but not necessarily the order of actual development. It is recognized that some of the steps may occur simultaneously or that some recycling may be necessary as formulation of the activity proceeds. The activities presented in this publication are examples of the product of this process.

The first step is to become familiar with the broad program-level objective. Familiarity with the general orientation of the objectives will provide a frame of reference for the succeeding steps.

Familiarity with the curriculum-level career education objectives and selection of one or more that might be accomplished in the classroom is the second step. In the third step, an instructional objective is written which states behavior that the activity is expected to develop in the student. Both levels of objectives should include both a statement of desired cognitive, affective, or psychomotor behavior and the content to which the objective is oriented. The latter level of objec-

tive is stated in more specific terms than the former and reflects individual student and local school needs as well as individual teacher and local school philosophies. It should be stated in terms of desired learner behavior, but concern for specific performance wording in terms of criteria is not essential or necessarily desired.

The next step is the description of the activity which should aid the student in achieving the objectives. An activity or a segment of a project may be described. Some teachers have found it easier to write the activity and then refine the instructional objective so that both are consistent and clearly stated.

The fifth step is deciding where and how the activity or project can be integrated into a course or unit in the school curriculum. One activity or project may relate to several areas of the curriculum. Such an interdisciplinary approach to career education may facilitate retention and transfer of learning, as well as increase student motivation because the subject acquires greater relevance for the student.

A section on integration is not included in the present publication because this is a matter which must be determined in each individual school. A teacher wishing to integrate career education into the curriculum would examine both the curriculum objectives for each course taught and the career education objectives. Design and selection of instructional objectives and activities could then be accomplished.

The sixth step is to state the resource materials that will be used in the activity. An attempt has been made to provide information in this publication so that materials can be obtained.

Development of a formal and/or informal means of evaluation is the seventh step. The evaluation procedure should relate directly to the curriculum- and instructional-level objectives that provide guidance for the activity and should include a statement of how the teacher will assess student achievement. Evaluation suggestions for the activities given in this publication are oriented toward assessment of the class as a group, but it is recognized that teachers may wish to plan techniques for assessing individual students and emphasize individual differences through conferences.

Evaluation is viewed as an essential component of the teaching-learning process. Only through evaluation can the teacher determine whether the objective has been accomplished and whether auxiliary learning opportunities need to be provided for some or all of the students in the class.

## SUGGESTIONS FOR USING THIS PUBLICATION

For maximum use of the materials presented in this publication, it is suggested that several procedures be used in the local school. They are for teachers to:

1. seek professional advancement opportunities in the areas of career education philosophy, curriculum development, evaluation and self- and the world-of-work concept awareness.

2. develop activities following the procedures outlined in this publication. Participation in this process will make the activities more meaningful and easier to integrate into instruction.

3. work together in small groups in developing objectives and activities.

4. share ideas for activities with industry and the business community.

5. use other publications developed for the project, "Models for Career Education in Iowa," which are available from the Director, Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

## CAREER EDUCATION OBJECTIVES

### Exploration Phase - Junior High Level

Program Objective:

During the exploration phase the learner continues to compare personal characteristics with the knowledge gained from the exploration of careers. The learner begins to identify occupational areas that most closely align with his/her self-concept.

Self-concept

1.00 The learner considers own developing maturity as continually influencing own self-concept.

1.1 Assesses personal interests.

1.2 Assesses developing mental and creative abilities in terms of an evolving life style.

1.3 Analyzes own physical abilities and potentials.

1.4 Acquires some long-term personal goals.

1.5 Relates to own emotional characteristics as a function of his/her total being.

1.6 Analyzes others' perception of self.

1.7 Recognizes reasons for variations in personal characteristics of self and classmates.

1.8 Recognizes that peer group relationships may change with evolving maturity.

1.9 Assesses established and changing social roles and norms in relation to self and determines how personal values emerge.

1.10 Identifies educational setting (home, school, community) as a possible aid in developing life skills.

1.11 Evaluates behaviors considered appropriate for the school and community settings.

1.12 Analyzes personal modes of learning, management, action, and operation.

Exploration Phase

1.13 Cultivates the ability to make decisions and analyzes the consequences of own decisions (problem solving process).

1.14 Assesses personal competencies such as experience, education, and skills.

1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

World-of-Work

2.00 The learner analyzes specific behaviors and socio-economic aspects relating to the world-of-work.

2.1 Identifies the implications of the concept of leisure time, vocation, and avocation as they relate to a person's life needs.

2.2 Describes organization within the work force.

2.2.1 Becomes aware of role, structure, membership, and leadership of labor unions.

2.2.2 Becomes aware of the role of management in the work force.

2.2.3 Becomes aware of labor relations including employer-employee responsibilities.

2.2.4 Recognizes governmental role in the organization and regulation of the work force.

2.3 Explores a wide range of occupations.

2.3.1 Describes specific educational and skill requirements of occupations.

2.3.2 Differentiates between job tasks.

2.3.3 Acquires knowledge of economic remunerations.

2.3.4 Investigates the training and personal requirements for advancement within a given occupation.

2.3.5 Acquires insight into differences in working conditions.

2.3.6 Distinguishes between occupations related to the production of goods and occupations related to the production of services.

2.4 Examines clusters of occupations.

2.4.1 Distinguishes the characteristics which are common among and between clusters.

2.5 Recognizes the nature of change within the work force.

2.5.1 Identifies that some occupations become obsolete because of progress in technology.

2.5.2 Sees the interrelationship between the law of supply and demand of workers and continual change in the work force.

2.5.2.1 Comprehends the impact of migration and immigration on supply and demand of workers.

2.5.3 Recognizes that the availability of human and natural resources affects career opportunities.

2.5.4 Becomes aware that changes in societal attitudes affect roles within the work force (equal rights, job status, roles, laws, labor unions).

2.6 Recognizes that work allows for the integration of the individual into the society.

2.7 Recognizes that at least some people must work if society is to survive.

2.8 Analyzes the economic aspects of the world-of-work.

2.8.1 Examines the role of financial institutions in today's economy.

2.8.2 Analyzes the effect of the law of supply and demand on the world-of-work.

Exploration Phase

2.8.3 Recognizes factors which influence remuneration and benefits of employment.

2.8.3.1 Recognizes skill development as a factor influencing remunerations.

2.8.3.2 Recognizes the impact of state and federal minimum wage and hour laws.

2.8.3.3 Comprehends the Social Security program as related to employment (application procedures, purpose, functions, responsibilities).

2.8.3.4 Recognizes federal and state income tax programs.

2.8.3.5 Recognizes various kinds of fringe benefits available to employees (insurance, retirement, sick leave, vacation).

2.9 Recognizes the educational setting as a place to gain direction and needed skills for the attainment of occupational goals.

2.10 Recognizes the process of seeking employment.

2.10.1 Becomes aware of the sources of assistance in seeking employment.

2.10.2 Recognizes how to apply for a job.

2.11 Becomes aware of the effect of international and national economic policies on employment possibilities.

Self and the World-of-Work

3.00 The learner explores careers, career change and how perceived personal potentials relate to selected careers.

3.1 Recognizes personal characteristics which relate to selected clusters of occupations.

3.2 Formulates tentative career expectations in terms of personal characteristics.

Exploration Phase

3.2.1 Recognizes that personal characteristics may make a career choice suitable or unsuitable.

3.2.2 Analyzes possible career directions compatible with personal characteristics.

3.2.3 Identifies personal reasons for wanting to change job types.

3.2.4 Describes the importance of personal characteristics in seeking employment.

3.2.5 Distinguishes preparations needed to pursue personal career directions.

3.3 Recognizes that there is continual personal change during career development.

3.3.1 Recognizes that personal characteristics change as the learner matures.

3.3.2 Recognizes that personal characteristics change as the learner experiences the world-of-work.

3.3.3 Recognizes that change in personal qualifications influences changes in career alternatives.

3.4 Develops an idea of the type of life style desired.

3.4.1 Relates desired life styles to occupational preference.

3.4.2 Realizes that individual may choose a life style.

3.5 Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration patterns.

SELF-CONCEPT ACTIVITIES

Exploration Phase

CAREER EDUCATION OBJECTIVE:
1.1 Assesses personal interests.

* * * *

INSTRUCTIONAL OBJECTIVE:
Selects and evaluates projects based on personal interests.

ACTIVITY:
Many group and individual projects are assigned throughout the school year to allow students to explore their interests. As the projects are assigned, each student is allowed latitude in determining the way in which requirements of the assignment can be met. Students plan the projects, then evaluate their own projects in terms of value gained from participation in the project.

EVALUATION:
Students shall fill out evaluations themselves. Did they make the proper choice? What could they have done to make the project better fit their own interests? Did the project give added insight into personal interests?

* * * *

INSTRUCTIONAL OBJECTIVE:
Analyzes self in relation to selection of best-suited occupations.

ACTIVITY:
Each student will construct a poster and booklet on "The Real Me." The poster may be either a hand-drawn cartoon featuring a special characteristic or the student or a special capability, or it may be cut out from various magazines. The booklet must tell about the student's family, his/her favorite hobbies, sports, etc., and anything else which would explain himself/herself to a stranger. Each student will include in the booklet a list of occupations that require personal characteristics similar to his/her special characteristics.

RESOURCE MATERIALS:
Magazines and papers, art supplies, teacher and student photographs.

EVALUATION:
The activity will be evaluated on the completeness and depth of the poster and booklet developed by each student.

INSTRUCTIONAL OBJECTIVE:

Recognizes differences in personal values and how values change.

ACTIVITY:

Each student lists about twenty activities (things) he or she likes to do. To the side of each item, the student codes each as follows: $ for each activity requiring $3 or more each time it is done; A if student prefers to do activity alone; P if student prefers to do activity with other person(s); A-P if student enjoys doing activity equally alone or with other people; N-5 if activity would not have been enjoyed five years ago; PL if activity requires planning of some type; date of the last time activity was done (specific date or within last week, month, six months, etc.); 1-5 rank 5 important activities with 1 beside most important. This activity is first done early during the school year. It is then repeated five or six times during the year. All are kept in the student's personal file. Toward the end of the year each student is given his/her file and asked to write an evaluation of (reflect upon) his/her changes (growths-regressions) as a unique individual.

RESOURCE MATERIALS:

Simon, Sidney B. et al. Values Clarification. Hart Publishing Co., New York, 1972.

EVALUATION:

Behavioral changes observed in each student throughout the year and in their written evaluations of their changes.

* * * *

INSTRUCTIONAL OBJECTIVE:

Identifies qualities most characteristic of self.

ACTIVITY:

Each student should make a mobile which characterizes his/her person both inside and outside. Included should be interests, characteristics, values, etc.

RESOURCE MATERIALS:

Construction paper, magazines, scissors, glue, string, support sticks

EVALUATION:

Number of characteristics, interests, values, etc., identifiable in each student's mobile.

CAREER EDUCATION OBJECTIVE:

1.2 Assesses developing mental and creative abilities in terms of an evolving life style.

* * * *

INSTRUCTIONAL OBJECTIVE:

Explores persuasive creative writing.

ACTIVITY:

Class members read essays by Donald Daul, such as, "You're In The Leisure Generation." This is an interesting, thought provoking article which defines leisure and in a humorous vein tries to offer suggestions for man to follow in coping with leisure.

Students examine the article for propagandistic techniques and creativity. Students then write comparable editorials stressing creativity and propagandistic techniques.

RESOURCE MATERIALS:

Daul, Donald. How to Light a Water Heater and Other War Stories. Ames, Iowa, Iowa State University Press, 1970.

EVALUATION:

Analysis of stories for creativity and use of persuasion. Do students recognize that their abilities have grown?

* * * *

INSTRUCTIONAL OBJECTIVE:

Use personal mental and creative abilities in describing different life styles.

ACTIVITY:

After having read plays in literature, divide class into committees of three to write a play and present before the class. Have students include as characters in their plays, people whose life styles are totally different. Have the plot evolve around similarities and problems associated with people interacting with each other whose life styles are different. Ideas may stem from stories or poems read, T.V. stories, or social studies material used. Use tape recorder and give later as radio play.

RESOURCE MATERIALS:

Stories, books, novels, poems, or social studies material read. Simple props, tape recorder, stage equipment for radio play.

EVALUATION:

How accurately each committee has characterized different life styles of characters in their plays. The imagination and creativity displayed by the students as they developed their plays.

CAREER EDUCATION OBJECTIVE:

1.3 Analyzes own physical abilities and potentials.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes the impact of posture on physical appearance.

ACTIVITY:

This activity is conducted following a study of grooming and posture in which students make a posture self-analysis and set goals for improving posture. As students enter the classroom, each one draws a slip of paper from a bowl. The slips are blank, except for one, two, or three which have an "X" on them. At any time during the class period, a student with a paper with an "X" may yell "Raid" and all students must freeze. Each student will evaluate his/her posture at that point in time and record progress toward the established goal of improving posture.

EVALUATION:

Evaluation will be an analysis of the changes in each person's posture over a period of time.

* * * *

INSTRUCTIONAL OBJECTIVE:

Uses physical abilities and potentials in constructing a simple electrical device.

ACTIVITY:

Makes and demonstrates an electrical device made from scratch items found at home. This activity should be used to see if the student can make a simple type circuit or device and use his imagination in constructing it from common items found at home.

RESOURCE MATERIALS:

Edison Inventions and Related Projects. Edison Foundation
How to Build Five Useful Electrical Devices. Edison Foundation
Electronic Puzzles and Games. Mandl
Experiments with Electricity. Crowell

EVALUATION:

Workmanship. Test to see if electrical device made by each student works as planned.

CAREER EDUCATION OBJECTIVE:
1.4 Acquires some long-term personal goals.

* * * *

INSTRUCTIONAL OBJECTIVE:
Relates classroom achievement to a long-range goal.

ACTIVITY:
At the beginning of the school year, students complete application forms and interviews for the "job" of student in the class. During individual interviews with the teacher, students are asked to establish a long-term goal which they can work toward during the school year. The goal would be one that would take more than one year to accomplish and may be an aspiration for high school. college, careers, etc. Student and teacher discuss ways that course work might contribute to achievement of the goal. Student-teacher conferences are held during the year to discuss student successes, competencies, attitudes, and long-term goal achievement.

EVALUATION:
Teacher assessment of conferences for evidence of student recognition of relationship between classroom achievement and long-range goal.

* * * *

INSTRUCTIONAL OBJECTIVE:
Becomes aware of own abilities, values, and aspirations.

ACTIVITY:
Students will complete the questionnaire on the following page by following instructions on the questionnaire. Assist students in developing a relationship between their valued end goals and their valued mean goals. Discuss why students valued certain goals more than others and where differences in abilities, values, and aspirations affected the goals they valued most highly and the least.

RESOURCE MATERIALS:
Making Value Judgments: Decisions for Today. Carl A. Elder

EVALUATION:
Ability of students to complete questionnaire, establish relationship between end and mean goals, and rank goals according to their values.

Goals Questionnaire

The questionnaire below includes a list of end and mean goals. Some you probably value more than others. How would you rank these goals in the order of their importance to you?

| End Goals | Mean Goals |
|---|---|
| _____An Exciting Life | _____Honest |
| _____A World at Peace | _____Ambitious |
| _____Pleasure | _____Responsible |
| _____Wealth | _____Patient |
| _____Family Security | _____Forgiving |
| _____Social Recognition | _____Courageous |
| _____Freedom | _____Helpful |
| _____A World of Beauty | _____Broadminded |
| _____Happiness | _____Clean |
| _____Mature Love | _____Capable |
| _____Self-Respect | _____Kind |
| _____Inner Harmony | _____Loving |
| _____Wisdom | _____Cheerful |
| _____True Friendship | _____Polite |
| _____Equality | _____Charitable |
| _____Salvation | _____Independent |
| _____National Security | _____Intellectual |
| _____A Comfortable Life | _____Logical |
| _____A Sense of Accomplishment | _____Obedient |
| _____Service to Mankind | _____Imaginative |

INSTRUCTIONAL OBJECTIVE:

Recognizes that long-term personal goals are very important in a time of rapidly changing technology.

ACTIVITY:

Have the class define words like "credit nut," "smart shopper," "spend-thrift," "tightwad," "penny pincher," and then ask for volunteers to role play these shoppers actions in a store during a sale. Have students make a series of pictures on poster paper showing changing economic needs and wants during childhood, adolescence, young adulthood, and mature adulthood and retirement. The students also are to show on the posters how the economic responsibility for these various age groups usually shifts from parents to themselves, and finally to the government, business, or industry. After completing this activity, a discussion should follow along the lines of what long-term economic goals would be desirable on the student's part.

After helping students to research on working conditions during the Civil War, have them either do a dramatization, simulation, or role play these conditions. Once they have these conditions in mind, have them do the same kind of presentation for today's conditions. After this is accomplished, have a discussion on how the advances in technology over the past century have affected the workers in terms of mental, physical, or social needs. The students need to see that long-term goals help, based on the idea that they are not going to let all of the advances in technology put them under too much pressure.

RESOURCE MATERIALS:

Props for making a store setting in the classroom.
Supershopper by Klein
Poster paper
American History textbooks
Encyclopedias

EVALUATION:

Ability of students to demonstrate wise buying, identify changing economic needs and wants throughout one's life and who is responsible for these changes, and identify changes in technology and their impact on today's workers and society.

CAREER EDUCATION OBJECTIVE:

1.5 Relates to own emotional characteristics as a function of his/her total being.

* * * *

INSTRUCTIONAL OBJECTIVE:

Relates to his/her feelings about family relationships.

ACTIVITY:

View the movie, "I Owe You Nothing," which illustrates obligations between children and parents. Discuss the movie.

Role play situations which emphasize family relationships and expression of emotions. Situations may include "Your mother has stated that you may not go to the tennis court with a friend until you have picked up the clutter in your room. It is 8:30 now and your friend is planning to meet you at 9:00. The cleanup will take at least an hour. What do you tell your mother? How do you accomplish both the task and the pleasure?"

From this role playing the student may see family responsibility in a different light than one or two years ago and can learn to deal with his/her feelings about it.

Discuss the role playing.

RESOURCE MATERIALS:

"I Owe You Nothing." Film number 2642, available from Southwest Iowa Learning Resources Center, Red Oak, Iowa.

EVALUATION:

Teacher observation of role playing and discussions for evidence of student recognition of feelings toward family relationships.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes and analyzes problems in school, home, and social life.

ACTIVITY:

Students are given the opportunity to list the daily problems that come up in their lives in school, at home, and in their social lives. Discuss the problems and be able to recognize the similarities and reasons why differences exist between students and to make students more aware of the differences of problems for individuals.

RESOURCE MATERIALS:

A Resource Guide for Teaching Health Education, University of Northern Iowa.

EVALUATION:

Number of problems listed and the ability of students to recognize similarities of problems within different students.

CAREER EDUCATION OBJECTIVE:
1.6 Analyzes others' perception of self.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes own interests, mannerisms, and outstanding characteristics.

ACTIVITY:
Have students list their own interests, mannerisms, and outstanding qualities and try to find characters in their reading (and/or public personalities) with similar traits. In groups of four or five students, discuss the lists developed by each student and compare the feelings of the group with the lists developed by each student.

RESOURCE MATERIALS:
Carlsen's Focus Text
Scholastic Scope's Maturity Kit

EVALUATION:
Have students write a paragraph on what they discovered about others' perception of them, which impressions they would like to change, and how they intend to accomplish this change.

* * * *

INSTRUCTIONAL OBJECTIVE:
Compares own self perception with how others perceive self.

ACTIVITY:
Have each student select another class member and circle the twenty words contained on the attached sheet that the student feels best describe that classmate. When this activity is completed, have each student circle, on another sheet, the twenty words that best describe himself/herself. Compare and discuss these lists before the class.

RESOURCE MATERIALS:
See attached sheet.

EVALUATION:
Teacher evaluations of lists developed and discussions that ensued. Student reactions to discussions.

Circle the 20 words which you feel best describe one of your classmates. On another sheet, circle the 20 words which you feel best describe you.

| | | |
|---|---|---|
| loud | clumsy | generous |
| artistic | peaceful | sad |
| dishonest | mean | attractive |
| smart | slim | aggressive |
| quiet | charming | friendly |
| talented | happy | nervous |
| competitive | well-dressed | talkative |
| poised | crabby | impatient |
| cautious | polite | loyal |
| clever | heavy | organized |
| responsible | outspoken | athletic |
| skinney | two-faced | narrow-minded |
| mature | moody | prejudiced |
| reckless | husky | gentle |
| committed | spiritual | hard-working |
| thoughtful | selfish | sloppy |
| proud | stubborn | funny |
| tall | well-built | loving |
| shy | mouthy | firm |
| spiteful | concerned | good-humored |
| short | muscular | lazy |
| bossy | conceited | warm |
| energetic | respectful | absent-minded |
| kind | honest | unselfish |

CAREER EDUCATION OBJECTIVE:

1.7 Recognizes reasons for variations in personal characteristics of self and classmates.

* * * *

INSTRUCTIONAL OBJECTIVE:

Accepts the differences in others which are related to variations in interests.

ACTIVITY:

Students view the movie "Being Different," which cites the case of a 13-year old boy who has a butterfly collection--a hobby at which his peers laugh. He has to make a choice of pursuing his interest or conforming to the more conventional interests of his friends.

Class discusses persons in history or persons they know who have pursued unusual interests. How have students reacted to these people? Class members write a story about conditions in our society if all persons were required by social pressure or law to pursue the same interests.

RESOURCE MATERIALS:

"Being Different." Film number 2255 available from Southwest Iowa Learning Resources Center, Red Oak, Iowa.

EVALUATION:

Teacher observation of student behavior at school for evidence of acceptance of varied interests of others.

* * * *

INSTRUCTIONAL OBJECTIVE:

Becomes aware of differences in values and attitudes of others.

ACTIVITY:

Each student will complete the attached "Values Attitude Response Questionnaire." After completion, discussion will take place over selected questions to develop an awareness within students of why individuals are different and why many of them think and act differently.

When answering the questionnaire, each student should think of reasons why he answered the question the way he did.

RESOURCE MATERIALS:

Making Value Judgments: Decisions for Today. Carl A. Elder

EVALUATION:

Responses by students to items of the questionnaire. Teacher evaluation of perceptions of students toward others in the class after completing and discussing the questionnaire.

## VALUES ATTITUDE RESPONSE QUESTIONNAIRE

Yes No 1. Do you need someone to love you?
Yes No 2. Does saluting the American flag have meaning for you?
Yes No 3. Do you like to read about well-known people?
Yes No 4. Do you like to smoke pot?
Yes No 5. Do you find it easy to forgive your friends?
Yes No 6. Do you want equal opportunities for all people?
Yes No 7. Do you like to be nice to your parents?
Yes No 8. If you had your way, would you do away with all rules concerning the way people dress at school?
Yes No 9. Do you think policemen are "pigs"?
Yes No 10. Do you think regular church attendance would be good for you?
Yes No 11. Is it very important to you to get a good education?
Yes No 12. Do you like to have many friends?
Yes No 13. Does your home give you a feeling of security?
Yes No 14. Would you break a law that you thought was wrong or unfair?
Yes No 15. Are you happy with yourself most of the time?
Yes No 16. Would you like to seek full-time employment at this time?
Yes No 17. Do you feel your parents love you?
Yes No 18. If drafted into the military service, would you serve your tour of duty?
Yes No 19. Do you like people to notice you?
Yes No 20. Would you take a "trip" on drugs?
Yes No 21. Do you respect the opinions of your friends?
Yes No 22. Would you mind going to school with students of a different color than you?
Yes No 23. Do you think parents fail to listen to teenagers?
Yes No 24. Do you think school rules are too strict?
Yes No 25. Do you think most laws are unnecessary?
Yes No 26. Is it important for you to believe in God?
Yes No 27. Do you plan to attend college?
Yes No 28. Do you like to be with your friends most of the time?
Yes No 29. Is it important to you to succeed in life?
Yes No 30. Are you willing to take on the duties as well as the rights and privileges of citizenship?
Yes No 31. Do you like to start an argument just to see what happens?
Yes No 32. Would you accept a part-time job at this time?
Yes No 33. Is there someone you love very much?
Yes No 34. Do you think you would burn your draft card?
Yes No 35. Do you like people who flatter you?
Yes No 36. Would you smoke "pot" if a friend offered it to you?
Yes No 37. Do you think everyone should have a right to state his opinions even though you might disagree?
Yes No 38. Do you feel that people in minority groups are being discriminated against?
Yes No 39. Do you like to smoke cigarettes?
Yes No 40. Do you like to drink alcoholic beverages?
Yes No 41. Do you believe war is right in some cases?
Yes No 42. Do you trust politicians?
Yes No 43. Do you throw trash on the ground?
Yes No 44. Would you like to help feed the poor?

Yes No 45. Can you talk to your parents at least ten minutes without being stopped or interrupted?
Yes No 46. Do you feel it is necessary to have school rules?
Yes No 47. Do you appreciate law enforcement officers?
Yes No 48. Do you attend church regularly?
Yes No 49. Do you think learning is worthwhile?
Yes No 50. Do you want people to like you?
Yes No 51. Do you like being with a group of friends?
Yes No 52. Do you like to be with members of the opposite sex?
Yes No 53. Do you think you are attractive?
Yes No 54. Do you like to work?
Yes No 55. Would you smoke a cigarette if a friend offered you one?
Yes No 56. Would you drink an alcoholic beverage if a friend offered you one?
Yes No 57. Would you kill in self-defense?
Yes No 58. Would you kill in war if ordered to do so?
Yes No 59. Do you feel our lawmakers are honest?
Yes No 60. Are you really concerned about cleaning up our water and air?
Yes No 61. Do you think most laws are fair?
Yes No 62. Do you want all your teachers to like you?
Yes No 63. Are you concerned about poor people?
Yes No 64. Do you like most of the people you know?
Yes No 65. Do you think taking LSD is dangerous?
Yes No 66. Do you think it would make you happy to someday be married and have a family?
Yes No 67. In spite of all the criticisms, do you think America is a pretty good place to live?
Yes No 68. Would you like to live away from your parents?
Yes No 69. Do you like to tell people what you think of them even though it is bad?
Yes No 70. Do you like to break school rules just to see what will happen?
Yes No 71. Do you think it would be greatly rewarding to spend one's life working to make the world a better place to live?
Yes No 72. Do you have friends of other races?
Yes No 73. Do you think you are a good citizen?
Yes No 74. Is having money important to you?
Yes No 75. Are you happy most of the time?

CAREER EDUCATION OBJECTIVE:

1.8 Recognizes that peer group relationships may change with evolving maturity.

* * * *

INSTRUCTIONAL OBJECTIVE:

States the persons with whom he/she has associated in a variety of situations and relates these to stages of development.

ACTIVITY:

Students make a time line showing stages of development from infancy to adulthood. Each student examines the stages in his/her time line and lists the persons with whom they associated in different situations. With whom did they play? Who was the "best" friend? Did they associate more with siblings or with children outside the family?

RESOURCE MATERIALS:

Schendler, John A. How to Live 365 Days a Year. New York: Prentice Hall, 1964.

EVALUATION:

Can students state the persons associated within situations encountered throughout their development and describe the nature of these associations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Realizes that group decisions affect everyone.

ACTIVITY:

Divide students into two groups. Give each group the following situation to analyze and make recommendations. There is an overpopulation problem in the United States in the year 2000. You have been assigned to serve on the birth control commission to help alleviate the overpopulation problem. You must assist in determining restrictions and recommending laws about who will be allowed to have children. You are to provide answers and recommendations to the following questions. Number of children? Amount of education required? Birth defects in the family? Allowable abortions? Sterility--who and when? Adoptions--who and when?

EVALUATION:

Interaction within each group and the completeness of facts compiled upon which recommendations were made.

CAREER EDUCATION OBJECTIVE:

1.9 Assesses established and changing social roles and norms in relation to self and determines how personal values emerge.

* * * *

INSTRUCTIONAL OBJECTIVE:

Examines personal value orientation toward economic security.

ACTIVITY:

Students read the chapter, "The Philosophy of the Dollar," in Constructing a Life Philosophy by David Bender. A theme in the chapter is that--"the values of our society have a metallic sound." Class members are divided into two groups to research and present a class debate on positive and negative outcomes of a society oriented toward economic security. This exercise will assist students in looking at both sides of the issue and encourage them to examine their own values.

RESOURCE MATERIALS:

Bender, David. Constructing a Life Philosophy. In Opposing Viewpoints. Anoka, Minnesota: Greenhaven Press, 1971.

EVALUATION:

Teacher observation of class discussion for evidence that students are looking critically at their own value orientation. Have students determine their own value orientation. Are they willing to listen to the positions stated by other students?

* * * *

INSTRUCTIONAL OBJECTIVE:

Distinguish and describe differences between status and non-status work roles.

ACTIVITY:

Using the attached sheets, students will rank positions in occupations according to prestige, income and interest. After completion of this part of the activity, each student will speculate on and list status positions they will hold at various age levels.

EVALUATION:

The completeness of listings of occupations and positions within occupations. Perceptions of students of positions listed.

OCCUPATIONAL

| PRESTIGE | INCOME | INTEREST |
| --- | --- | --- |
| | | |
| | | |
| | |

STATUS POSITIONS

| | | |
|---|---|---|
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | AGE 40 |
| _____ | _____ | |
| _____ | AGE 10 | _____ |
| _____ | | _____ |
| _____ | | _____ |
| _____ | | _____ |
| _____ | _____ | AGE 60 |
| _____ | | _____ |
| _____ | | _____ |
| _____ | | _____ |
| _____ | AGE 21 | _____ |
| _____ | _____ | AGE 65 |

CAREER EDUCATION OBJECTIVE:

1.10 Identifies the educational setting (home, school, community) as a possible aid in developing life skills.

* * * *

INSTRUCTIONAL OBJECTIVE:

Identifies mathematics as a skill used in daily life.

ACTIVITY:

This activity is intended to supplement the hypothetical problems normally used to apply mathematical concepts. During each unit studied during the year, students are asked to solve problems that they might encounter in everyday life. Once students become familiar with the activity, they are asked to develop problems for other members of the class to solve. The problems may relate to other school subjects, hobbies, or tasks performed at home. Examples might be--computing the amount of paint or wallpaper needed for a room of given dimensions; computing cost of living increases for specific items; or computing postage and sales tax for an order from a mail order catalogue.

EVALUATION:

Student ability to apply mathematical concepts in developing and solving problems. Do students recognize that they use mathematics concepts daily?

* * * *

INSTRUCTIONAL OBJECTIVE:

Analyzes problems between parents and student.

ACTIVITY:

Write down a problem which has recently occurred at home concerning self and one or both parents. Next, write reaction to the outcome of the problem. Try to explain why the student reacted as he/she did and why the parent reacted as he/she did. As a class, discuss several problems. Decide on one or two problems to act out in a role playing situation. Students are to comment on reactions to the problem from student and parent viewpoints. To better understand the role of self and parents within the family is the primary purpose of this activity.

EVALUATION:

Observation of completeness of assignment. Ability to explain reasons for reactions of self and parents. Ability to act out a problem situation.

CAREER EDUCATION OBJECTIVE:

1.11 Evaluates behaviors in a group made up of peers.

* * * *

INSTRUCTIONAL OBJECTIVE:

Detect personal behavior in a group.

ACTIVITY:

Have students fill out sheet before participating in a group activity and then after taking part and discuss whether the student has made improvement and how they might help others improve. Stress that each person is an individual and will behave differently in groups. (See attached sheets.)

EVALUATION:

Ability of student to analyze personal behavior in groups, ability of student to improve on areas of weakness, and how well individuals are able to detect differences from first group participation and second participation.

* * * *

INSTRUCTIONAL OBJECTIVE:

To see the need for rules and regulations of a society--also the continual building process of history.

ACTIVITY:

Set up an acceptable code of laws governing behavior for a fictional country. Students are to represent the citizens of this country. In addition to developing a code of laws, the class should set up the mechanics of a judicial system, police officers, lawyers, judges, juries, penal institutes and officials.

Then develop a trial case involving charges against an individual, carrying the trial to its conclusion--a verdict and if necessary a suitable punishment. Historical backgrounds should be brought out:

Greek laws
Hanmurabi's Code of Laws
Roman laws
English common law
Magna Charta
Declaration of the Rights of Man
Constitution of the United States

## ANALYSIS OF PERSONAL BEHAVIOR GROUPS

Directions:

This form is designed to help you think about your behavior in groups. First, read over the scales and on each one place a check indicating the place on the scale that describes you when you are at your worst. Mark this check "W".

After marking all the scales, pick out the 3 or 4 along which you would most like to change. On these scales draw an arrow above the line to indicate the desirable directions for changing your behavior.

1. Ability to listen to others in an understanding way

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Low | | | | | | | High |

2. Ability to influence others in the group

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Low | | | | | | | High |

3. Tendency to build on the previous ideas of other group members

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Infrequent | | | | | | | Frequent |

4. Likely to trust and cooperate with others

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Low | | | | | | | High |

5. Willingness to discuss my actual feelings within a group--say what I'm thinking

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Unwilling | | | | | | | Willing |

6. Willingness to be influenced by others

0 1 2 3 4 5 6 7
Unwilling Willing

7. Tendency to run the group

0 1 2 3 4 5 6 7
Low High

8. Tendency to seek personal relationships with others in a group

0 1 2 3 4 5 6 7
Low High

9. My reaction to comments about my behavior in a group

0 1 2 3 4 5 6 7
Reject Welcome

10. Awareness of the feelings of others

0 1 2 3 4 5 6 7
Unaware Aware

11. Degree of understanding why I do what I do

0 1 2 3 4 5 6 7
Low High

12. Reaction to conflict and antagonism in the group

0 1 2 3 4 5 6 7
Low tolerance High tolerance

13. Reaction to expression of positive feedback--appreciation

0 1 2 3 4 5 6 7
Low tolerance High tolerance

14. Reaction to opinions opposed to mine

0 1 2 3 4 5 6 7
Low tolerance High tolerance

A certain portion of the class can be assigned to the research of the specific job related areas to the field of public protection. What characteristic must an individual possess to meet the roles involved.

EVALUATION:

Evaluate the roles of individual and research done. Understanding shown by the student toward the set goals.

* * * *

INSTRUCTIONAL OBJECTIVE:

Analyzes interpersonal relationships within the home, school, and community.

ACTIVITY:

Each student writes an anonymous letter to "Ann Landers" or "Dear Abby." It would ask for advice about a current home, school, community, or peer problem. All letters are placed in an "in-out basket" for each student to answer as "Abbey." The letters will then be read aloud anonymously and discussed for further answers to the problems.

EVALUATION:

Teacher evaluation could be continuous throughout the discussion period, noting each student's contribution and awareness. Problem-solving case situations similar to those discussed in class could be used on an examination.

CAREER EDUCATION OBJECTIVE:

1.12 Analyzes personal modes of learning, management, action, and operation.

* * * *

INSTRUCTIONAL OBJECTIVE:

Analyses personal modes of management and operation in food preparation.

ACTIVITY:

The class will compare homemade and purchased foods. The class is divided into groups, each of which will select and prepare a food product from a mix and from a recipe. Students will record resources (time, energy, skill) required for each method of preparation. Students then will compare the products as to cost, flavor, texture, and time required for preparation. Class discussion of the advantages and disadvantages of each method of preparation. Each student then writes a report addressing questions such as--On what occasions would each method of preparation be more suitable? Which method do you prefer? Why? How does this relate to your particular mode of management and operation?

EVALUATION:

Teacher evaluation of written reports for evidence of analysis of personal modes of management and operation.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes modes of managing and directing the thoughts of others in a positive manner.

ACTIVITY:

Use advertisements which were cut from magazines and newspapers by each student to illustrate advertising appeals by making a bulletin board categorizing examples as follows: (appeals to illustrate) self interests, curiosity, intelligence, sex, authority, testimonials, emotions, guarantees, price, etc.

EVALUATION:

Ability of student to identify advertising appeals, ability of student to illustrate advertising appeals, and neatness and organization of bulletin board.

CAREER EDUCATION OBJECTIVE:

1.13 Cultivates the ability to make decisions and analyzes the consequences of own decisions.

* * * *

INSTRUCTIONAL OBJECTIVE:

Makes decisions after considering the possible consequences of alternative solutions to a problem.

ACTIVITY:

Students participate in the Simulation Game-1789 in which they assume roles in forming a simulated government, similar to the formation of the United States. As the class formulates a constitution for the nation, they make many decisions and weigh the consequences of the decisions. Each student keeps a diary of his position on decisions and the reasons behind that position. These positions may actually be predictions of the consequences of that decision.

RESOURCE MATERIALS:

1789. Hartsdale, New York: Olcott Forward, 1969.

EVALUATION:

Student and teacher evaluation of the diaries for evidence of growth in understanding of the decision-making process.

* * * *

INSTRUCTIONAL OBJECTIVE:

Have the students learn about money and its use--as teen-agers and later on when they have a family.

ACTIVITY:

Discuss the importance of budgeting of time and money. Relate how important wise decisions are when establishing a budget and following it. Give the class a fixed weekly and monthly amount to spend and have them complete the worksheets on the following pages. Review each student's budget sheet with the class and identify alternative decisions that would have made better use of the money they had to spend.

INTEGRATION INTO THE CURRICULUM:

Part of the Unit - "The Game of Life" Mini-course

EVALUATION:

Ability of student to take part in a discussion over money and its use and the ability of students to establish a realistic personal budget.

## RECORD OF SPENDING

| | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. |
|---|---|---|---|---|---|---|---|
| **INCOME** | | | | | | | |
| Allowance | | | | | | | |
| Earnings | | | | | | | |
| Gifts | | | | | | | |
| Miscellaneous | | | | | | | |
| **FIXED EXPENSES** | | | | | | | |
| Transportation | | | | | | | |
| School Lunches | | | | | | | |
| Church | | | | | | | |
| Club Dues | | | | | | | |
| Savings | | | | | | | |
| Miscellaneous | | | | | | | |
| **VARIABLE EXPENSES** | | | | | | | |
| School Supplies | | | | | | | |
| Clothing | | | | | | | |
| Cosmetics | | | | | | | |
| Snacks | | | | | | | |
| Recreation (sports, movies, etc.) | | | | | | | |
| Gifts | | | | | | | |
| Miscellaneous | | | | | | | |

## Budget as a Teenager

1. Do you receive an allowance? How Much?
2. Do you do any work around the home for this allowance?
3. Do you work at any part time job?
4. What is your income per week? (average)
5. Ways in which I spend my money--List at least 5

6. Do you date? How often?
7. What do you spend on an average date?
8. Do your parents come up with some extra money when something important comes up?
9. Do you have all the money you really need to be a part of all the activities around the school?
10. If you had a job or earned more money what would you spend it on?

11. What kind of jobs do you do around the home?

12. Is your allowance just spending money or do you have to purchase necessities with it also?
13. Do you have a regular savings plan? How much do you save?
    Do you save first and then spend the balance or do you save what you have left over after the week?
14. Do you buy gifts with this money?
15. If you damage someone elses property do you pay for the damage or do your parents?
16. Do you have a budget that you follow or do you spend money as the need comes up.....comment?

INSTRUCTIONAL OBJECTIVE:

Develop group cooperation and ability to make group decisions.

ACTIVITY:

"Survival" - Group Cooperation Exercise

Should be worked in small group (5 or 6). Each group has to come to a majority decision on the ranking of the articles on the sheet to be taken as their lives are dependent upon them.

Each group will select a person as a pilot who will lead the group in trying to make decisions and later report the group's findings and share the knowledge with the entire class.

One other person from each group will be appointed or chosen as an observer. He will not be a participant in the problem-solving excercise but will evaluate the participation of the members of the group.

Instructions for Observer--You will be observing a situation in which you will evaluate the participation of the group members in the following areas:

Task Roles

Contributer
Information Seeker
Information Giver
Opinion Seeker
Opinion Giver
Coordinator or Leader
Critic

Each time a response is made, place the name of the person in the appropriate square.

Instructions for Group--You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Because of mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important item, and so on through number 15, the least important.

List of the 15 items

_____ Box of matches
_____ Food concentrate
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Portable heating unit
_____ Two .45 calibre pistols
_____ One case dehydrated Pet Milk
_____ Two 100 lb. tanks of oxygen
_____ Stellar map (of the moon's constellation)
_____ Life Raft
_____ Magnetic compass
_____ 5 gallons of water
_____ Signal flares
_____ First-aid kit containing injection needles
_____ Solar-powered FM receiver-transmitter

Instructor's Key (Possible choices and reasons; could vary, however)

15 Box of matches - Little or no use on Moon
4 Food concentrate - Supply daily food required
6 50 feet of nylon rope - Useful in tying injured together
8 Parachute silk - Shelter against sun's rays
13 Portable heating unit - Useful only if on dark side
11 Two .45 calibre pistols - Self-propulsion devices could be made from them
12 One case dehydrated Pet Milk - Food, mixed with water
1 Two 100 lb. tanks of oxygen - Fills respiration needs
3 Stellar map - one of principle means of finding direction
9 Life Raft - $CO_2$ bottles for self-propulsion
14 Magnetic Compass - Probably no magnetized poles
2 5 gallons of water - Replenishes loss by sweating
10 Signal flares - distress call when line of sight
5 Solar powered FM - Distress signal transmitter for possible communication with mother ship
7 First Aid Kit - medication can be given by injection through suit, which will reseal

INTEGRATION INTO THE CURRICULUM:

Social Studies - Use during unit on "Who Am I?" or "Every Human Is a King."

RESOURCE MATERIALS:

Observer's evaluation sheet - List of 15 items to use for survival.

EVALUATION:

By observing and listening to the interaction within the groups, determine how well the students are cooperating with others and how they make group decisions.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop the ability to share and discuss opposing points of view and arrive at logical conclusions.

ACTIVITY:

Divide class into small groups (4 or 5). Each group must unanimously agree or disagree with the following statements. If after all arguments have been presented and the group finds it cannot agree or disagree, it may change a word or phrase so there can be unanimous agreement. However, the final statement must be positive rather than negative.

1. The major cause of discontent today is _____.
2. Rebellion by the younger generation today is a fad, no more or no less than the fads of every generation.
3. Education tends to continue discrimination by following middle class standards.
4. The greatest reason for discrimination is _____.
5. Equal opportunity for races, women, and older people have greatly increased during the past few years.
6. Anyone can escape from poverty if he is willing to _____.
7. The use of drugs by some people is an attempt to escape from reality rather than a cause of discontent.

Have each group present this final statement before the class and allow class discussion of each input.

EVALUATION:

Interacting in group discussions to see if they contribute, argue a point, compromise, and finally reach a joint agreement. The completeness and logical development of the report presented by each group.

CAREER EDUCATION OBJECTIVE:

1.14 Assesses personal competencies such as experience, education, and skills.

* * * *

INSTRUCTIONAL OBJECTIVE:

Assesses personal competencies for holding an office in a class or organization.

ACTIVITY:

Election of class officers is utilized as an opportunity for students to examine their personal competencies. In class discussion, students list the responsibilities of each class officer. Students then list their own areas of strength in relation to holding an office. Students then run for the office of their choice. A primary election is held to reduce the field of candidates. In preparation for the primary, students give campaign speeches. The final election is preceded by campaign speeches and posters. The winners give acceptance speeches.

EVALUATION:

Teacher observation of student ability to assess competencies for a class office.

* * * *

INSTRUCTIONAL OBJECTIVE:

Identifies the qualities in a person which determine if he/she succeeds or fails.

ACTIVITY:

Students should read "Run, Boy, Run!" by William Herman and "The Cement Truck" by Lawrence Lasky. Select both positive and negative characteristics in each boy. In a discussion relate the qualities of the boys to each other and students. What are some things in which they (the students) feel weak? In what ways do they feel strong? The discussion should lead to a greater awareness on the part of the student that the way he/she feels about himself/herself can determine the type of person he/she is.

INTEGRATION INTO THE CURRICULUM:

Against Odds Unit

RESOURCE MATERIALS:

"Run, Boy, Run!" - O'Daly, Elizabeth C. and Nieman, Egbert W. Adventures for Readers, Book One. NY: Harcourt, Brace & World, Inc. 1963.

"The Cement Truck" - Goodykoontz, Wm., ed. Maturity: Growing Up Strong. NY: Scholastic Book Services, 1968.

EVALUATION:

(1) Ability to recognize that self-awareness makes the student what he is. (2) Increased interest in understanding himself/herself more deeply.

* * * *

CAREER EDUCATION OBJECTIVE:

1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

* * * *

INSTRUCTIONAL OBJECTIVE:

Prepare a magazine to be published for himself/herself reflecting personal values, needs, and interests.

ACTIVITY:

Each student will design a magazine to be published just for himself/herself. The magazine should include the articles, pictures, ads, stories, and cartoons that he/she would like to read and not include anything that would be passed up in another magazine. The magazine may include:

1. Title: A unique title that suites the individual.
2. Frequency: How often will the magazine be published?
3. Format: Determine size, shape, number of pages, number of photos, editorials, ads, etc.
4. Editorial profile: A general statement about the interests of the reader.
5. Advertising: What type would be accepted? Why?
6. Content: List the articles, stories, and features that will appear in the issue with a sentence or two describing each.
7. Cover: Use a separate paper or art board to design the cover. It should express the style and content of the magazine.

This activity will be used to help the student evaluate and analyze his personal attitudes toward magazines. Students will analyze what they read, why, what they don't read and why, how they are affected by this form of media, etc.

RESOURCE MATERIALS:

Ames, Iowa: Heintz, Reuter, and Conley. Mass Media, a Worktext in the Process of Modern Communications: Loyola Press, 1972. Rivers, Peterson, and Jensen. The Mass Media and Modern Society: Rinehart Press, 1971. Schwarts, J. W. The Publicity Process, Ames, Iowa: Iowa State University Press, 1970.

EVALUATION:

Individual studies conferences on completed magazines. Have students evaluate their personal qualities, aspirations, and values.

INSTRUCTIONAL OBJECTIVE:

To establish within each student personal abilities to correctly establish proper means of action with oneself and to each other.

ACTIVITY:

Complete worksheet below by putting oneself in this situation. Each student should complete the worksheet separately, then after completion discuss in small groups the different answers and the reasons for the differences.

PUT YOURSELF IN HIS PLACE

John is Bob's best friend. Although both boys are sixteen years old, John somehow seems older than Bob. Maybe it is because John has had to be the "man of the family" ever since his father deserted his mother and his brothers and sisters. That was two years ago, and since then the family has had a difficult time trying to get by on welfare.

This afternoon, Bob, who has a job after school in a small department store, saw John take a boy's jacket from the counter in the clothing department and walk quickly out of the store. The jacket was a small size, so it was probably for one of John's little brothers.

Bob knows that he is supposed to report shoplifters to his department manager, but he is undecided whether to do so since John is his friend. He also knows that John's brother needs the jacket. Should Bob say something to John? Should he try to persuade him to return the jacket? Should Bob do nothing, or should he report John to his department manager?

What conflicting values must Bob weigh before making a decision?

What are the alternatives and their consequences?

What would you do if you were Bob? Why?

INTEGRATION INTO THE CURRICULUM:

Used in the Family Life unit in Health Education

RESOURCE MATERIALS:

Making Value Judgments: Decisions for Today. Carl A. Elder

EVALUATION:

Observing that each student completed the worksheet, observing that students were successful in developing answers that fit themselves and could be successfully reinforced by logical reasoning, and individual student responses to the questions raised on the worksheet.

* * * *

INSTRUCTIONAL OBJECTIVE:

Critically examine and evaluate all aspects of controversial issues.

ACTIVITY:

Movie, "Countdown," will be shown to give data and an enactment of the anti-tobacco battle to jr. highs. (25 minutes)

Movie, "Is It Worth Your Life," can be shown to give the hard-sell approach to not smoking.

Guest speaker who has quit smoking after a long history of smoking will be invited to the classroom. He can give the class his reasons for quitting and reasons for their not starting. Students will be asked to make nominations on the individual selected and should make the contact to invite him to the group.

INTEGRATION INTO THE CURRICULUM:

Unit VI - Harmful Substances - Tobacco

RESOURCE MATERIALS:

LRC #50619 A Resource Guide for Health Teaching, Health Education Institute. LRC #2621 UNI, Cedar Falls, Iowa, pp. 242-249. Resource person from community.

EVALUATION:

Discussion on smoking and the movie should provide freedoms for the student to express himself/herself. Further discussion should indicate interest and need for additional data regarding health and smoking. Staff must assist in directing questions toward obtaining valuable information. Students should be observed for reaction to seeing the debris which is deposited in the lungs of a smoker and even those around him who inhale cigarette smoke.

WORLD-OF-WORK ACTIVITIES

Exploration Phase

CAREER EDUCATION OBJECTIVE:

2.1 Identifies the implications of the concept of leisure time, vocation, and avocation as they relate to a person's life needs.

* * * *

INSTRUCTIONAL OBJECTIVE:

Identifies music as a vocation, avocation, and leisure time activity which provides an emotional outlet.

ACTIVITY:

Invite local musicians to visit the class. These individuals could represent different types of involvement with music. One might be a person who enjoys playing the piano simply for personal enjoyment and relaxation. One might participate in a musical group that plays at old peoples' homes and hospitals. One might be a professional musician. Each speaker would discuss his own involvement with music and the rewards received from it. Students then discuss ways they might use music as a vocation, avocation, or leisure time activity. Students may wish to pursue one of these avenues in further depth.

EVALUATION:

Teacher observation of student comments during discussion and evidence of student participation in muscial events.

* * * *

INSTRUCTIONAL OBJECTIVE:

Students become aware of the recreational potential in Iowa, both as a leisure time factor and for employment.

ACTIVITY:

(1) A committee of from 3 to 5 students will be assigned the job of determining the location and type of recreation in Iowa today. This information will be made available to the class by means of a large map of Iowa posted in the room. As used here, recreation is meant to include historic sites, festivals, and various events as well as vacation areas, state parks, etc.

(2) Several committees of about 3 students each will be assigned the job of selecting one or more of the recreational topics from the map (state parks, historic sites, etc., would each be a topic) and doing an indepth study of that topic in Iowa. The committees' information will be presented in a variety of ways: bulletin boards, panel presentations, individual reports, charts, graphs, etc. (This total project may take several days or a few weeks and can run concurrently with other work.)

INTEGRATION INTO THE CURRICULUM:

Anytime while studying Iowa.

RESOURCE MATERIALS:

Library materials, Information from Conservation Commission and Development Commission, and Area personnel such as local conservation officer.

EVALUATION:

The displays, charts, reports, etc., should show a broad understanding of the potential in Iowa for both leisure time use of recreation and job opportunities. The total class will benefit from the presentations of individual committees.

* * * *

CAREER EDUCATION OBJECTIVE:

2.2 Describes organization within the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:

Becomes aware of negotiations between labor and management with and without labor unions.

ACTIVITY:

During a study of the Industrial Revolution in 19th Century England, a simulation of the conflict between labor unions and management is conducted. The class is divided into three groups and students assume the roles of members of these groups. The first group will represent the capitalist-managers of a various set of factories in 19th century England. The second group will represent a labor union attempting to acquire better working conditions and pay. The third group will represent independent workers in these same factories. Management and labor unions will negotiate demands and counter proposals. Members of the union will try to convince independent workers to join the union. Independent workers will decide individually whether to join the union or to bargain with management independently.

EVALUATION:

Teacher observation of simulation and ensuing discussion.

CAREER EDUCATION OBJECTIVE:
2.2.1 Becomes aware of role, structure, membership, and leadership of labor unions.

* * * *

INSTRUCTIONAL OBJECTIVE:
Structures work values to resources available to complete tasks. General lab procedures are used to supplement career awareness.

ACTIVITY: "Responsibilities in Working"

1. Give the assignment to complete an experiment as a team.
   a. Students will pick members of the class to:
      1. identify the jobs to be completed.
      2. describe as a group who will complete each phase of the job.
   b. Jobs will be performed.
2. Turn in reports containing results of each group.
3. Post-lab discussion of results.

INTEGRATION INTO THE CURRICULUM:
Any unit. (Suggest using before chapter 5 of I.P.S.)

RESOURCE MATERIALS:
Introductory Physical Science - Teacher supplements: Any items you may add to help organize or complete the lab, example: data sheets.

EVALUATION:
1. Students will recognize the relationship between type of job, performance of the job and remuneration for that job.
2. Students will be able to set standards for themselves in the performance of their assigned tasks.

* * * *

INSTRUCTIONAL OBJECTIVE:
Becomes aware of the requirements in establishing a business.

ACTIVITY: "Manufacturing Lab #1 - Rock Candy Co."

1. Have students break up into four groups:
   a. Research -
      1. Seek out marketing places in school, proper places and times product may be sold.
   b. Labor and materials -
      1. procuring people to set up lab
      2. procuring materials needed for producing product
      3. checking product and shipping to distribution groups

c. Distribution -
   1. wrapping and preparing the product for sale
   2. advertising for product and setting up sales booth, etc.
   3. analyzing product for quality and damage
d. Sales -
   1. operating sales booth and money management
   2. fixing prices, taking orders, general follow-through

INTEGRATION INTO THE CURRICULUM:
Chapter 4: "Fractional Crystallization"

RESOURCE MATERIALS:
Recipe for rock candy - large bell jars, string with sugar crystals, hot saturated solution of sugar water

EVALUATION:
Students will recognize the different levels of production.
Students will gain the ability to make decisions and follow through on assignments.
Students will be able to relate to each other and themselves through a decision-making process.

* * * *

CAREER EDUCATION OBJECTIVE:
2.2.2 Becomes aware of the role of management in the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:
Investigates the role of management in the world-of-work.

ACTIVITY:
Students make a study of a successful factory or large business in the community, taking into account the following items:

Plant--location, construction advantages, disadvantages, branches, departments, divisions of departments
Methods of dealing with hiring employees, systems of payment promotions, employee participation in administration, etc.
Business--purchasing raw materials and supplies, making investigations and studying for improvement, methods of advertising, dealing with customers, sales agencies, etc.

INTEGRATION INTO THE CURRICULUM:
Unit IV, integrated with "Growth of Business" or Unit I, coordinated with "Local Government and History"

RESOURCE MATERIALS:
Selected local plants (preferably small).

EVALUATION:
1. Student can evaluate advantages and disadvantages of business plant.
2. Student can describe the role of management.
3. Student can summarize the responsibilities of management.

* * * *

CAREER EDUCATION OBJECTIVE:
2.2.3 Becomes aware of labor relations including employer-employee responsibilities.

* * * *

INSTRUCTIONAL OBJECTIVE:
Investigate the role of the employee and his/her relationship to his/her employer.

ACTIVITY:
In small groups, have students make a study of a modern department store, taking into account the following items:
Organization--departments, managers, "overhead" operation
Building--location, construction, equipment
Employees--hiring, salary, provisions for comfort, etc., relations with management
Buying goods--sources, buyers, dealings with producers, standard and special goods
Dealing with customers--accounts, handling cash, delivery of goods, complaints, sales, etc.

Invite a labor union representative from a local business or an employer from a local business to speak to the class on employee-employer relationships.

INTEGRATION INTO THE CURRICULUM:
Unit IV, integrated with "Labor"

RESOURCE MATERIALS:
Parents of the students, selected local businesses, employers, and employees.

EVALUATION:
The students will be able to: (1) Describe store organization; (2) Relate and evaluate employee benefits; and (3) Describe employee responsibilities.

CAREER EDUCATION OBJECTIVE:

2.2.4 Recognizes governmental role in the organization and regulation of the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognize the role of government in the world-of-work.

ACTIVITY:

Hold a simulated session of the Interstate Commerce Commission or State Public Utility Commission at which the attorneys for some railroad or other public utility are asking for an increase in rates or some other special favor.

Have the students evaluate the effects of the outcome of the hearing on the employees of the company.

INTEGRATION INTO THE CURRICULUM:

Unit IV, integrated into "Growth of Business"

EVALUATION:

The students will be able to:

1. Explain aspects of the role of government in the world-of-work.
2. Describe the effect of government activities on the work force.

* * * *

CAREER EDUCATION OBJECTIVE:

2.3 Explores a wide range of occupations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Explores occupations described in literature.

ACTIVITY:

Students compile an occupational information card file based upon information acquired by reading books of their own selection. File cards are categorized by the occupation and include the book title and author and insights about the occupation gained by reading the book. This activity may help students focus their reading for occupational information as well as provide a guide for students seeking information about specific occupations.

EVALUATION:

Teacher will observe the use of the file and student interest in book after reference to the file cards is made.

CAREER EDUCATION OBJECTIVE:

2.3.1 Describes specific educational and skill requirements of occupations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Observes the use of course materials used in the world-of-work as a part of one's occupation.

ACTIVITY:

1. If feasible, have the student visit with an insurance agent or appraiser and ask to be shown some of the techniques used to estimate the value of a particular item. Summarize briefly.
2. Have the student compose a list of 7 major pieces of furniture found in the living room of his home. Complete the accompanying chart to determine the present value of the furnishings.

Through the interview the student will acquire insight into the profession of being an insurance agent or appraiser. The activity is designed to point out the way in which an insurance agent uses his skill in working with rational numbers in order to figure an estimate.

INTEGRATION INTO THE CURRICULUM:

At conclusion of a section on percentages or more preferably at the close of a unit dealing with rational numbers.

RESOURCE MATERIALS:

1. Insurance agent or appraiser
2. Accompanying chart

EVALUATION:

Teacher evaluation based on accuracy of the computation.

* * * *

CAREER EDUCATION OBJECTIVE:

2.3.2 Differentiates between job tasks.

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INSTRUCTIONAL OBJECTIVE:

Recognizes specific work tasks and how to organize resources to master them.

ACTIVITY:

A. Given a job title and a specific task, write a set of rules governing working conditions in the laboratory. The teacher will direct you to work in a committee to develop an agreement about working condi-

| ITEM | ORIGINAL COST | 10% OF COST | AGE | PRODUCT OF FIGURES IN PREVIOUS TWO COLUMNS | PRESENT VALUE ESTIMATE<br>DIFFERENCE BETWEEN ORIGINAL COST AND FIGURE IN PREVIOUS COLUMN |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |

NAME _____

tions. The following are committees:

1. foremen/foreladies
2. timekeepers
3. equipment supervisors
4. safety and grievance workers
5. recorders

B. Find the directions that apply to your committee by looking in the resource book.

RESOURCE MATERIALS:
The World of Construction Laboratory Manual, p. 96-97
McKnight & McKnight, Bloomington, Illinois

EVALUATION:
The assignments will be evaluated by completeness and accuracy of the written material handed in.

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CAREER EDUCATION OBJECTIVE:
2.3.3 Acquires knowledge of economic remunerations.

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INSTRUCTIONAL OBJECTIVE:
Students acquire knowledge of economic remunerations and differentiates between job tasks.

ACTIVITY:
Have the students compile a booklet in which they list pay scales for as many jobs as they can, as well as a list of the job tasks required for as many jobs as they can. Use a standard questionnaire when asking for salary information.

INTEGRATION INTO THE CURRICULUM:
Unit: "Necessities"

Investigate the necessity for an emotionally rewarding career, as well as the necessity for adequate economical remunerations.

RESOURCE MATERIALS:
Thrust, Scott-Foresman
Local business and industry
Chart to be compiled by the class showing which tasks are associated with which levels of employment.

Questionnaire for compiling pay scale and job task information

1. In which of the following groups does your usual annual salary fit?

   0 - $5,000_____ $5,000 - $10,000_____ $10,000 - $15,000_____

   over $15,000_____

2. In which of the following groups does your type of career fit (do you deal in)?

   services_____ products_____

3. Is your work primarily physical_____or mental_____?

4. Does your job involve much repetition?

5. Do you find your work highly satisfactory_____, satisfactory_____,

   not too satisfactory_____, unsatisfactory_____?

6. If you were to have the opportunity to choose a new career, would you?

   yes_____ or no_____

7. If you were to start all over would you choose the same career?

   yes_____ or no_____

8. Describe in some detail the kinds of activities that your job requires.

EVALUATION:

The student will develop enough information to see that for both physical and mental types of careers there are wide ranges of economic remuneration possibilities; e.g., plumbers or carpenters who often earn more than teachers or accountants.

* * * *

CAREER EDUCATION OBJECTIVE:

2.3.4 Investigates the training and personal requirements for advancement within a given occupation.

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INSTRUCTIONAL OBJECTIVE:

Investigates training and personal requirements of different occupations.

ACTIVITY:

1. Take a class field trip to a manufacturing company.
2. Students should observe the following:
   What the workers are doing
   Does the work require thought and skill or is it routine?
   Does the work offer any chance for advancement?
   What training is necessary?
   What are the conditions under which the people work?
   What is the rate of pay for beginning work?
   What social benefits do the workers get?
   What are the opportunities for employment?
   Look for the evidence of employee activities, such as suggestion boxes, plant newspaper, bulletin board, recreation or athletics
3. Do a follow-up discussion or have students prepare a written report on what they observed.

EVALUATION:

1. Awaken interest, develop and investigate attitude, and create a desire for further research among the students.
2. By the observation of workers doing their jobs as a means of enriching, extending, and motivating the student as a stimulus to further interest.
3. Gain a more vivid and accurate picture of working conditions than could be obtained from verbal descriptions.
4. By further conversations among the students, to lead to further thought and study.

CAREER EDUCATION OBJECTIVES:

2.3.5 Acquires insight into differences in working conditions.

* * * *

INSTRUCTIONAL OBJECTIVE:

To initiate student awareness to recognize the working conditions in considering an occupation.

ACTIVITY:

1. Give each student a pack of cards with a type of working condition on each card.
2. Student ranks condition on a scale ranging from "very important" to "not at all important."
3. After the ranking each student goes through his own packet to find the working conditions he considers most important.
4. Working conditions favorable to students are correlated to their occupational interests.

INTEGRATION INTO THE CURRICULUM:

Use in group guidance sessions with students from study halls.

RESOURCE MATERIALS:

"Job Factor Importance Packet" (Obtained as handout from "Occupational Analysis" class at University of Iowa)

EVALUATION:

Students will be able to recognize some of their occupational likes and dislikes through the rank order of importance they attach to various working conditions.

* * * *

CAREER EDUCATION OBJECTIVE:

2.3.6 Distinguishes between occupations related to the production of goods and occupations related to the production of services.

* * * *

INSTRUCTIONAL OBJECTIVE:

To initiate student awareness of relationships between production and service occupations.

ACTIVITY:

The class is divided into teams and each team examines the oil industry from a different prospective.

Team A: How is oil found, what jobs are necessary?

Team B: What are the uses of oil?

Team C: How much oil is used in the world and who uses the most? What transportation problems are there in getting the oil to consumers?

Team D: As oil becomes more useful what kind of jobs will be created and what kind of jobs will decrease?

Team captain then reports the findings back to the class.

INTEGRATION INTO THE CURRICULUM:
Unit IV: "Middle East and North Africa"
Topic: Middle East Economy--Oil

RESOURCE MATERIALS:
American-Arabian Oil Co.
Library
American Petroleum Institute

EVALUATION:
1. Understand the importance of working together.
2. Students will be able to show relationship on one industry to many careers.

* * * *

CAREER EDUCATION OBJECTIVE:
2.4 Examines clusters of occupations.

* * * *

INSTRUCTIONAL OBJECTIVE:
Explores occupational clusters of particular interest to him/her.

ACTIVITY:
AWOL (A Week of Learning) students, teachers, guidance counselors, and administrators plan a week of special activities oriented around occupational awareness using the 15 U.S.O.E. clusters. Students are encouraged to study clusters of occupations individually while teachers provide students with information concerning occupations relating to their subject matter or avocational interests. Community resource persons representing each of the clusters are invited to address groups of students concerning occupations in their cluster. Students make a scrapbook, collage, or write a paper describing what has been learned about occupations in one or more clusters.

EVALUATION:
Evaluation of student projects by faculty members.

INSTRUCTIONAL OBJECTIVE

Identifies business and occupations needed to serve a community.

ACTIVITY:

The students shall handle the following problem:

You are a leader of the United States Space Program. A bubble has been placed on the moon and an atmosphere created inside it. You must fill a space ship with 100 passengers. These must be able to make a colony on the moon that is self-sufficient. The crew is not a part of this 100. Don't waste space on the ship--everyone must be of importance to the success of the colony. Fill those 100 spaces by occupation.

INTEGRATION INTO THE CURRICULUM:

Colonial History--Following a study of the very early colonial efforts of England--Jamestown, Plymouth, Salem, etc. Students can better see the problems of early colonies in light of more current problems. A moon colony is a projected into the future activity but with their science fiction basis, this is far more real to them than history.

EVALUATION:

Attitudinal tests shall be used to determine change of students' thinking toward relevancy of past events to present.

* * * *

CAREER EDUCATION OBJECTIVE:

2.4.1 Distinguish the characteristics which are common among and between clusters.

* * * *

INSTRUCTIONAL OBJECTIVE:

To help students see the relationship of mathematics skills to various careers.

ACTIVITY:

1. Have the students complete a list of several occupations or careers they are interested in or want to investigate. Put the mentioned careers on a list and use the list as follows:

A. Have the students assume the role of a person trying to enter a particular career. Have them investigate the need of learning mathematics skills for that career, and to what extent it is used and must be learned.

B. Have the students assume the role of a person in a particular career. Then have them devise or create a problem

that can be solved by using the skill just taught or about to be taught. (Need not solve the problem.)

C. Have the students assume the role of the employer. Have them note what they would require of a new employee.

D. Have the students assume the role of the teacher. Determine what skills should be taught so the careers listed have their needed skills taught.

E. Have students make a chart of various occupations that describes the extent to which the following are used: whole numbers, fractions, decimals, percents, ratios, and graphs.

INTEGRATION INTO THE CURRICULUM:

Could be used with any mathematics unit, after the completion of the learning of a new mathematics skill, or before starting a unit to show its relevance.

RESOURCE MATERIALS:

Handbook of Job Facts

EVALUATION:

Student will recognize the fact that mathematics skills are employed in many different occupations. Student will be able to relate different mathematics skills to different occupations.

* * * *

CAREER EDUCATION OBJECTIVE:

2.5 Recognizes the nature of change within the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:

Examines the occupations in the Plymouth and Jamestown colonies.

ACTIVITY:

During the study of colonial America, occupations in the Plymouth and Jamestown colonies are compared. A list of the occupations in each colony is made and the change in the colonial work force is examined. Stress is placed on the labor troubles of Jamestown which were partly resolved in Plymouth.

RESOURCE MATERIALS:

Wood/Gabriel. America: Its People and Values. New York: Harcourt, Brace, Jovanovich, 1973.

Knowslar. Discovering American History. New York: Holt, Rinehart Publishing Company, 1967.

Hiller/Porter. One Nation Indivisible. Columbus, Ohio: Merrill Publishing Company, 1966.

EVALUATION:

The written essay and each student's list of occupations are the means of evaluating this activity.

* * * *

CAREER EDUCATION OBJECTIVE:

2.5.1 Identifies that some occupations become obsolete because of progress in technology.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes that some occupations become obsolete and discontinued, but that new occupations continually develop in a moving society.

ACTIVITY:

Read, "A Sound of Thunder." Listen to record "2001: A Space Odyssey." During and after the record have the students, either in writing or on tape, project what the world will be like in the year 2001.

Optional project: Draw or paint a city in the year 2001.

Discuss the occupations that would no longer be needed and some of the new occupations that would be created or necessary in the year 2001 as portrayed in the above projects.

INTEGRATION INTO THE CURRICULUM:

Environment Unit

RESOURCE MATERIALS:

Environment: Earth in Crisis. Scholastic Books.
Record "2001: A Space Odyssey"

EVALUATION:

1. Ability to determine logical or technological reasons for change in occupations.
2. Ability to write, tell, or paint a coherent picture of the world in the year 2001.

CAREER EDUCATION OBJECTIVE:

2.5.2 Sees the interrelationship between the law of supply and demand of workers and continual change in the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:

Become aware of Iowa's industrial development and employment possibilities.

ACTIVITY:

1. A committee of from 3 to 5 students will be assigned the job of determining the location and type of industry in Iowa today. This information will be made available to the class by means of a large map of Iowa posted in the room.

2. Several committees of about 3 students each will be assigned the job of selecting one or more of the industries from the map and doing an indepth study of that industry in Iowa, stressing employment opportunities and skill requirements. The committee's information will be presented in a variety of ways: bulletin boards, panel presentations, individual reports, charts, graphs, etc.

(This total project will be spread over several days or a few weeks and can run concurrently with other work.)

INTEGRATION INTO THE CURRICULUM:

Unit of economy of Iowa

RESOURCE MATERIALS:

Library materials, Iowa Development Commission, and various industries can be contacted.

EVALUATION:

The displays, charts, reports, etc., should show a broad understanding of the extent and variety of industrial development in Iowa and related jobs available. The total class will benefit from the presentations of individual committees.

* * * *

CAREER EDUCATION OBJECTIVE:

2.5.2.1 Comprehends the impact of migration and immigration on supply and demand of workers.

* * * *

INSTRUCTIONAL OBJECTIVE:

Observes changes in population and how people change their places of residence.

ACTIVITY:

The student is to pick any ten states and to pick the land area, 1870 population, and 1970 population of each from a recent almanac. He will then round the area and populations to the nearest thousand. Using these approximations, he will find the population density of each state (to the nearest unit) for both 1870 and 1970. Now he will rank the states according to area, population, and population density for both 1870 and 1970. From these rankings, the student can see the population shift in the hundred year span.

From this activity, the student will have noticed the population shift and will have some conception of what population density is.

INTEGRATION INTO THE CURRICULUM:

Include this activity in a unit on dividing decimal numbers and rounding decimal numbers. Rounding of whole numbers is a prerequisite.

RESOURCE MATERIALS:

Recent almanac and attached chart.

EVALUATION:

An evaluation will be made on the accuracy of rounding and of finding the population density as well as the generalizations made about the changes in the hundred year span.

* * * *

CAREER EDUCATION OBJECTIVE:

2.5.3 Recognizes that the availability of human and natural resources affects career opportunities.

* * * *

INSTRUCTIONAL OBJECTIVE:

To recognize that availability of human and natural resources affects career opportunities.

ACTIVITY:

Climate and employment opportunities--Given a set of occupations, students are to list which ones would be found in certain places. Students should be given 4 to 6 places in the U.S.S.R. ranging from deserts to Siberia. They are then to list the occupations they think would be found in each place. They are then to defend them in class discussion. Discuss how many students would want to live and work in the various places you have selected.

INTEGRATION INTO THE CURRICULUM:

Unit III: "Europe"

Topic: Should be used after discussion on climate regions.

RESOURCE MATERIALS:

Beyond the Americas

POPULATION DENSITY

of 1870 and 1970

| STATE (ranked by land area) | LAND AREA (Sq. Miles nearest thous.) | 1870 POP. (nearest thous.) | RANK | 1870 POP. DENSITY (nearest unit) | 1970 POP. (nearest thous.) | RANK | 1970 POP. DENSITY (nearest unit) |
|---|---|---|---|---|---|---|---|
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EVALUATION:

Students will understand how climate affects employment and occupation possibilities. Students will be able to show how population can create opportunities (to an extent).

* * * *

CAREER EDUCATION OBJECTIVE:

2.5.4 Becomes aware that changes in societal attitudes affect roles within the work force (equal rights, job status, roles, laws, labor unions).

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognize the role of social changes in career selection.

ACTIVITY:

In 1963 a national law was passed requiring employers who are subject to the Fair Labor Standards Act to pay equal wages for equal work, regardless of the sex of the workers. In signing this equal pay act, President Kennedy said, "This Act represents many years of effort . . . to call attention to the unconscionable practice of paying female employees less wages than male employees for the same job." Have your class interview adults to determine the following facts and opinions:

Whether they were aware of this law.
What their attitudes are toward it.
Whether they are aware of other social changes that have influenced the career selections of other people.

Have a committee of students analyze the results and report to the class.

INTEGRATION INTO THE CURRICULUM:

Unit IV, integrated with "Labor"

RESOURCE MATERIALS:

Parents of the students
Other adults in the community

EVALUATION:

The students will be able to: (1) Demonstrate survey techniques; (2) Recognize that not all people are treated alike when it comes to employment; (3) Analyze and summarize information.

CAREER EDUCATION OBJECTIVE:

2.6 Recognizes that work allows for the integration of the individual into the society.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes that an occupation allows for the integration of one's person into his society.

ACTIVITY:

The students select one person as the subject of a "slice of life" report. The report might include daily activities, dreams for their family and their community, and problems encountered, as well as the role of this person in the society and the dependence of the society upon the individual. The reports should stress the role the person's occupation plays in his relationship with others.

EVALUATION:

Teacher evaluation of the reports for evidence of recognition of the integration of an individual into society.

* * * *

INSTRUCTIONAL OBJECTIVE:

Students develop an application of Business-Economic principles as they relate to "everyday living" issues.

ACTIVITY:

Court case or citizen hearing simulation, involving possible following topics: industrial pollution, job discrimination, business zoning, and political contributions.

1. Students play the role of court officers, jury, and parties to the case.
2. A court case or hearing is prepared and acted out in entirety.

INTEGRATION INTO THE CURRICULUM:

Culmination activity at end of various units. Practical application of procedures and principles to everyday life issues.

Also coordinated with other departments: language arts, science

RESOURCE MATERIALS:

Library and Departmental Resource Centers

EVALUATION:

Teacher evaluation by observation of courtroom role-playing behavior, preliminary research papers, and written analysis by each student of the case being heard.

CAREER EDUCATION OBJECTIVE:

2.7 Recognizes that at least some people must work if society is to survive.

* * * *

INSTRUCTIONAL OBJECTIVE:

Becomes aware of the effect of non-workers in an agrarian society.

ACTIVITY:

Students view the film "The Starving Time," which portrays the story of colonial Jamestown where the gentlemen refused to contibute to the society. Following this film a discussion will be held stressing the attitude of the "gentlemen" and their refusal to work. The result of this attitude was the starving period.

RESOURCE MATERIALS:

"The Starving Time." Film available from Area XIII Media Resource Center, Council Bluffs, Iowa.

Wood/Gabriel. America: Its People and Values. New York: Harcourt, Brace, Jovanovich, 1973.

EVALUATION:

Attitudinal change instruments will be used for evaluation.

* * * *

INSTRUCTIONAL OBJECTIVE:

To recognize that at least some people must work for society to survive.

ACTIVITY:

Early Man's Technology

1. Have students read about the culture of early man.
2. Ask the students to name the occupations prehistoric man needed for survival. (See example A on following page)
3. Under each occupation they should list the skills needed to be successful.
4. For each occupation have a group of students list all of the tasks of that occupation. (Example B)
5. Have the students write down the tools used today for the same tasks. Perhaps some can be brought to school or pictures used for discussion. How have modern tools come about and how are they made today? What processes are used in making tools: steel, rubber, electricity, etc.?
6. Discussion--How did early man make his tools? (Example C)

EXAMPLES:

A. List of occupations--agriculture, cooking, defense, shelter construction, clothing production, hunting and gathering food.

B. List of Tasks--Agriculture: plowing, weeding, planting, clearing land, digging, irrigation, moving rocks, grinding, and reaping of grain.

C. Have students make tools from scratch at home from sticks, stones, bones, skins, etc.

INTEGRATION INTO THE CURRICULUM:

Unit II: "Early Civilization"

Topic: Early man's use and domestication of his environment.

RESOURCE MATERIALS:

You and the World, pp. 25-35

EVALUATION:

1. Students will recognize that most people must work to survive.
2. Students will recognize that to have a better life style you must try to improve your concept of work.
3. Students will understand progress through education and technology.
4. Students will understand why people must work together.

* * * *

CAREER EDUCATION OBJECTIVE:

2.8 Analyzes the economic aspects of the world-of-work.

* * * *

INSTRUCTIONAL OBJECTIVE:

Examines financial institutions for their investment potential.

ACTIVITY:

Each student will be given a hypothetical $1,000 to invest as desired. The decision as to how to invest will be based on considerations of risk, rate of return, ease of liquidity, etc. Students will keep a record of the investment throughout a semester or school year. At any point the student may re-locate the investment. At the conclusion of the exercise, the class examines the investment record for each student. Generalizations as to the nature of the financial institutions can be drawn.

EVALUATION:

Teacher evaluation of the discussion for evidence of comprehension of roles of financial institutions.

CAREER EDUCATION OBJECTIVE:

2.8.1 Examines the role of financial institutions in today's economy.

* * * *

INSTRUCTIONAL OBJECTIVE:

Realizes the value of financing and financing institutions in realizing personal goals.

ACTIVITY:

1. Have the student select a car he might like to buy from a classified ad.
2. After finding the price and down payment (if listed) the student should complete the accompanying worksheet.
3. Evaluate findings by answering the following questions:

   1) Which finance option affords the lowest monthly payment?
   2) Which option provides the lowest total cost?
   3) Which option would be best? Why?

INTEGRATION INTO THE CURRICULUM:

At the end of a unit dealing with the properties and the operations on the set of rational numbers, or perhaps after a unit on installment buying in general math.

RESOURCE MATERIALS:

Newspaper with classified car ads and accompanying worksheet.

EVALUATION:

Teacher evaluation based on the accuracy of the computation and the student's ability to assess the most economical installment option.

* * * *

CAREER EDUCATION OBJECTIVE:

2.8.2 Analyzes the effect of the law of supply and demand on the world-of-work.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develops feeling for the free enterprise system.

ACTIVITY:

Have the students form a "company," write a constitution and by-laws for the "company." Have a representative of a stock company explain stocks and their relationship to the financial operation of a com-

| DESCRIPTION | PRICE | DOWN PAYMENT (ASSUME 5% PRICE) | BALANCE | INTEREST (ASSUME 8% BALANCE) |
|---|---|---|---|---|
| | | | | |

| FINANCE PERIOD | 1 year | 1½ years | 2 years | 2½ years | 3 years |
|---|---|---|---|---|---|
| TOTAL INTEREST | | | | | |
| TOTAL COST | | | | | |
| MONTHLY PAYMENT | | | | | |

NAME _____

pany. Have students sell stock in the "company" to other students and teachers and have a stockholders' meeting. Industrial Arts and Math teachers have agreed to assist in planning, drawing, and producing the product to be sold by the "company." Students will prepare a sales campaign to sell their product. At the end of the year the assets of the "company" will be distributed to the stockholders and the "company" will be dissolved.

INTEGRATION INTO THE CURRICULUM:
Fall Unit "The World of Business"

RESOURCE MATERIALS:
Sample constitutions, by-laws, stock company representative, stock forms, collections of ads from newspapers and magazines.

EVALUATION:
1. Ability to identify the kinds of information found in constitutions and by-laws.
2. Ability to cooperate with other students and assume responsibility(ies) related to the organization and operation of the "company."
3. From the profit or loss of the "company" demonstrate an understanding of the effect of supply and demand on work.

* * * *

CAREER EDUCATION OBJECTIVE:
2.8.3 Recognizes factors which influence remuneration and benefits of employment.

* * * *

INSTRUCTIONAL OBJECTIVE:
To establish a realistic setting for consumer mathematics.

ACTIVITY:
1. Select a career--any career. It need not reflect long-term interests.
2. Research requirements and background, education, and experience.
3. Call company personnel office to learn pay range for the chosen career.
   a. Is it hourly or annual?
   b. What payroll deductions can you expect?

INTEGRATION INTO THE CURRICULUM:
Consumer Mathematics Unit

RESOURCE MATERIALS:
Teacher written unit, Personal interests, Community employers

EVALUATION:
Each student will think in terms of a particular career.

CAREER EDUCATION OBJECTIVE:
2.8.3.1 Recognizes skill development as a factor influencing remunerations.

* * * *

INSTRUCTIONAL OBJECTIVE:
To become aware of the differences in salary based on education level attained.

ACTIVITY:
The students will solve problems similar to the one below which indirectly points out the value of further education.

PROBLEM: A student graduates from West High School, accepts a position with Eagle Grocery Company at $1.75 per hour, and works 40 hours per week. Another student graduates from the University of Iowa and accepts a position with Marcy Hospital at $650 per month. If there are 22 work days in a month, how much does each person receive?

| | | |
|---|---|---|
| West High Graduate | _____per day | _____per month |
| University of Iowa Graduate | _____per day | _____per month |

How much more, if any, does the university graduate receive per month_____, per year_____.

INTEGRATION INTO THE CURRICULUM:
This activity will follow the lessons dealing with two variables.

RESOURCE MATERIALS:
Modern School Mathematics
Structure and Method, Dolciani

EVALUATION:
Students will apply academic knowledge of variables to life situation.

* * * *

CAREER EDUCATION OBJECTIVE:
2.8.3.2 Recognizes the impact of state and federal minimum wage and hour laws.

* * * *

INSTRUCTIONAL OBJECTIVE:
To give students practice with decimal operations.

ACTIVITY:

1. Discussion and Investigation:
   A. Investigate the pay scales of selected careers.
      - use daily newspapers; Handbook of Job Facts; friends or relatives; Trade Union Representative
   B. Study the amount of governmental control, if any, over chosen occupations.
      - WH publication 1353
      - Speaker - Wage and Hour Division Representative
   C. What constitutes (under law) overtime and how is it figured?
      - prior knowledge
      - WH publication 1325 - Overtime Compensation
   D. Investigate Equal Pay
      - WH Publication 1179
   E. Investigate Garnishment
      - WH publication 1358
      - WH publication 1279

2. Using selected hourly wage write problems to get students to figure weekly pay with and without overtime and garnishment.

   Sample Problem: You are an electrician, @ $6.50 per hour. This week you will work 48 hours. 10% of your wages are garnisheed. How much do you earn this week before tax deductions, union dues, and insurance deductions?

INTEGRATION INTO THE CURRICULUM:

Unit 3: "Multiplication of Decimals"

RESOURCE MATERIALS:

Daily newspaper, Handbook of Job Facts, Wage & Hour Division* Publications: 1358, 1325, 1179, & 1279, Wage and Hour Division Representative. *U.S. Dept. of Labor Wage and Hour Division, Washington, D.C. 20210

EVALUATION:

Students will become more proficient in operations with percents.

CAREER EDUCATION OBJECTIVE:

2.8.3.3 Comprehends the Social Security program as related to employment (application procedures, purpose, functions, responsibilities).

* * * *

INSTRUCTIONAL OBJECTIVE:

Understand the laws, purposes, application procedures, and responsibilities related to Social Security.

ACTIVITY:

Have a representative of the Social Security Office visit class and explain and/or direct a discussion of: 1) Why you must have a Social Security number. 2) How the Social Security program works. 3) How and where to apply. Students will fill in an application for a Social Security number, address envelopes, and mail to Social Security Office.

INTEGRATION INTO THE CURRICULUM:

Fall Unit "The World of Business"

RESOURCE MATERIALS:

Representative of Social Security Office
Social Security Application Forms
Envelopes and stamps

EVALUATION:

1) Ability to follow directions and clearly and accurately fill in the application form. 2) Ability to follow good form in addressing the envelope.

* * * *

CAREER EDUCATION OBJECTIVE:

2.8.3.4 Recognizes federal and state income tax programs.

* * * *

INSTRUCTIONAL OBJECTIVE:

To gain knowledge concerning value of percents.

ACTIVITY:

Discussion:
1. Why income tax?
2. What is it used for?
3. How does it benefit you?
4. Why should you know how to figure tax?

Exercise: At this point students should be able to figure total wages and Social Security withheld. Students now can use Iowa Income Tax withholding Table Form IT-W9 to figure state tax and IRS Publication 15 to figure Federal Income Tax. Construct problem for student that lets him/her take an hourly wage, figure his/her gross pay, find FICA withheld, state and federal taxes withheld. Calculation should use percentages with tables in pamphlets as a check only. Final answer is net pay.

INTEGRATION INTO THE CURRICULUM:
Unit: "Percents"

RESOURCE MATERIALS:
Iowa Dept. of Revenue, Publication Form IT-W9
Internal Revenue Service representative.

EVALUATION:
Students will realize the value of being able to work with percents. Student proficiency with percents will increase.

* * * *

CAREER EDUCATION OBJECTIVE:
2.8.3.5 Recognizes various kinds of fringe benefits available to employees (insurance, retirement, sick leave, vacation).

* * * *

INSTRUCTIONAL OBJECTIVE:
Understands basic fringe benefits received by employees in addition to basic salary.

ACTIVITY:
1. Have students discuss with their parents the types of fringe benefits they receive, such as insurance, retirement, sick leave, vacations, etc.
2. Have a business manager or union steward speak on the various types of fringe benefits provided in their field of employment.
3. Have self-employed individuals, such as a farmer, doctor, etc., explain how they provide for the fringe benefits of their efforts.
4. Have students break into small groups: discuss and identify fringe benefits that would be important to them.

EVALUATION:
Students will realize the contribution of fringe benefits to the career of their choice.

CAREER EDUCATION OBJECTIVE:

2.9 Recognizes the educational setting as a place to gain direction and needed skills for the attainment of occupational goals.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes that the ability to solve mathematical problems is a skill necessary in many occupations.

ACTIVITY:

Students apply algorithms to problems encountered in various jobs. For example, a simulated restaurant is established with class members assuming roles as customers, waiters or waitresses, and cashiers. Customers select items from menus and the waiters or waitresses take orders. Waiters and waitresses are responsible for totaling checks correctly and adding sales tax. Customers verify checks and pay bills. Cashiers verify check totals and make change. Customers verify change. Students change roles. The activity is repeated with different occupations.

EVALUATION:

Teacher evaluates by observing students during the activity and by a discussion held following the activity.

* * * *

CAREER EDUCATION OBJECTIVE:

2.10 Recognizes the process of seeking employment.

* * * *

INSTRUCTIONAL OBJECTIVE:

Participates in the process of seeking a hypothetical job.

ACTIVITY:

After students complete individual studies of occupations, they go through the process of hiring a person for a job in that occupation. Want ads are written, application forms completed, and interviews are held. Each student applies for one or more jobs and the jobs are filled. Class discussion follows:

RESOURCE MATERIALS:

Lee, Miriam. Jobs in Your Future. New York: Scholastic Book Services, 1973.

EVALUATION:

Do students exhibit an understanding of the process of seeking employment as demonstrated in the class discussion?

CAREER EDUCATION OBJECTIVE:

2.10.1 Becomes aware of the sources of assistance in seeking employment.

* * * *

INSTRUCTIONAL OBJECTIVE:

Learn of other sources for job leads.

ACTIVITY:

Sources of leads:

- Business and industry's personnel departments
- Unions and associations
- Federal Civil Service Bulletins
- Iowa Merit System announcements
- County and local government personnel offices
- Friends and relatives

Divide students into groups of similar interest. Have them write down addresses and names of businesses where they would visit to put in applications.

INTEGRATION INTO THE CURRICULUM:

Unit I Economics

Specialization increases production

RESOURCE MATERIALS:

Teacher

Yellow pages of telephone directories

"Choosing a Job" (Rm. 208); "Jobs for Men" (04101); "Jobs for Women" (04102); "Should go to College" (03898 (S) 29 min.) All from Area 9.

EVALUATION:

Students will recognize that there are many sources of assistance in seeking employment. Students will recognize that the process of seeking employment will require effort and decisions on their part.

* * * *

CAREER EDUCATION OBJECTIVE:

2.10.2 Recognizes how to apply for a job.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop a sensitivity to the importance of job applications and techniques.

ACTIVITY:

Have students view film entitled: "Applying for a Job."

1. Discuss film. Have students list the important points stressed in the movie: what to say, attitudes, dress, etc.
2. Have students discuss these points in relation to whether or not they feel these points are important.
3. Expose students to an authentic job application form. Go through procedure for filling out form. Stress these points: ability to read form, following directions, writing ability, and pocket resume of previous employers, school records, etc.

RESOURCE MATERIALS:

Film: "Applying for a Job," located in room 209 or Area IX #04098 "Jobs and Interviews: Getting Started."

Application forms, supplied by Iowa Employment Agency.

EVALUATION:

Students will be able to demonstrate the proper methods in applying for a job.

* * * *

CAREER EDUCATION OBJECTIVE:

2.11 Becomes aware of the effect of international and national economic policies on employment possibilities.

* * * *

INSTRUCTIONAL OBJECTIVE:

Becomes aware of the influence of the world-wide petroleum situation upon employment possibilities.

ACTIVITY:

Students examine jobs and unemployment created as a result of world-wide concern about petroleum supplies. One-half of the class prepares an oral report on jobs made available by the crisis, such as new research into alternative energy sources. The other half of the class prepares an oral report on unemployment resulting from the petroleum situation. Each group presents their report to the class and a discussion of the findings is held. Students are asked to suggest other economic policies that might influence employment possibilities.

EVALUATION:

Teacher evaluation of reports and ensuing discussion. Can students name other economic policies that might influence employment possibilities?

SELF AND THE WORLD-OF-WORK ACTIVITIES
Exploration Phase

CAREER EDUCATION OBJECTIVE:

3.1 Recognizes personal characteristics which relate to selected clusters of occupations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Compares own personal characteristics with personal characteristics desirable for a cluster of occupations.

ACTIVITY:

Students divide into groups to investigate personal characteristics which relate to the fifteen clusters of occupations. Each group should look at the same characteristics so the information will be consistent for later comparison. Information is compiled into a chart for easy reference. Each student rates himself/herself on the personal characteristics desirable for a cluster of occupations for which personal characteristics are similar. Can these characteristics be changed? Teacher and guidance counselor counsel individually with students on their comparisons.

EVALUATION:

Teacher observation during group work and assessment of individual student conferences.

CAREER EDUCATION OBJECTIVE:

3.2 Formulates possible career expectations in terms of personal characteristics.

* * * *

INSTRUCTIONAL OBJECTIVE:

Becomes aware of self in relation to other cultures and accepts differences among people. Encourages cooperation with others working toward a common goal.

ACTIVITY:

Analyze how a sports figure gained satisfaction from his job performance and/or from the value others placed upon his work.

INTEGRATION INTO THE CURRICULUM: Unit: "Sports - A Way of Life"

RESOURCE MATERIALS: Exploration, Ginn. Adventures for Readers II.

EVALUATION:

Students will become aware of how a hobby or favorite pastime can become a career.

* * * *

CAREER EDUCATION OBJECTIVE:

3.2.1 Recognizes that personal characteristics may make a career choice suitable or unsuitable.

* * * *

INSTRUCTIONAL OBJECTIVE:

Examines personal characteristics of historical figures in relation to their chosen occupations.

ACTIVITY:

Throughout the course, students examine the personal characteristics of people studied in history and relate these characteristics to their occupations. Many successful people were unsuccessful when engaged in an unsuitable occupation. For example: A study of Christopher Columbus shows he was not adept at the merchant trade or any settled, "stable" life. He was happiest when living the adventure of the unknown. Ulysses S. Grant, while an excellent military man, was a failure as a businessman. The people and their characteristics are compiled into a chart throughout the course. Class discusses the completed chart and generalizations about suitablility of career choice are drawn.

RESOURCE MATERIALS:

Wood/Gabriel. America: Its People and Values. New York: Harcourt, Brace, Jovanovich, 1973.

EVALUATION:

Teacher observation during completion of the chart and class discussion for evidence of student growth.

* * * *

CAREER EDUCATION OBJECTIVE:

3.2.2 Analyzes possible career directions compatible with personal characteristics.

* * * *

INSTRUCTIONAL OBJECTIVE:

Assesses his/her personal qualities and abilities in relation to his/her aspirations by discussion with older students.

ACTIVITY:

Panel discussion: Have a panel of high school students, late in the spring, discuss their thinking about careers and career requirements. High school students should discuss career planning in terms of future needs of junior high students, high school courses available, followed by a question and answer period. High school students involved on panel should be selected with different academic orientations.

INTEGRATION INTO CURRICULUM:

Jr. High students relate differently to other students. This will be done in early spring in Unit VIII "Review" after students have had many experiences formulating good questions.

RESOURCE MATERIALS:

Panel of high school students.

EVALUATION:

Look for differences in the way students talk to other students and in the way they relate to teachers and adults.

* * * *

CAREER EDUCATION OBJECTIVE:

3.3.3 Identifies personal reasons for wanting to change job types.

* * * *

INSTRUCTIONAL OBJECTIVE:

Introduce students to reasons for a job change as it might pertain to them.

ACTIVITY:

Students will examine various facets of job satisfaction. Interview an individual in field of interest. Sample questions:

1. What made you decide to enter this type of work?

2. Do you like your job? Why? Why not?
3. Satisfactions you get from your employment.
4. Advantages? Disadvantages?
5. Benefits?
6. Wages?
7. Other

Small group discussion on basis of critical decision--making use of information from the interview.

RESOURCE MATERIALS:
Counterpoint in Literature "Two Generations," Scott
Student questionnaire
Responses of persons interviewed

EVALUATION:
The student will become aware of various personal qualities necessary for job change.

* * * *

CAREER EDUCATION OBJECTIVE:
3.2.4 Describes the importance of personal characteristics in seeking employment.

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INSTRUCTIONAL OBJECTIVE:
Recognize personal characteristics important in seeking employment.

ACTIVITY:
Introduce and view the film "Working Together."

Discussion of film along with teacher-led discussion on what characteristics are important.

a. attendance
b. punctuality
c. honesty
d. getting along with others

Have students write a composition entitled: Who am I? Students should include strengths, weaknesses, goals, etc.

RESOURCE MATERIALS:
Film: #03019 "Working Together"

Evaluation:
Students will be able to analyze their own personal characteristics. Students recognize that getting along with others is important.

CAREER EDUCATION OBJECTIVE:

3.2.5 Distinguishes preparations needed to pursue personal career directions.

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INSTRUCTIONAL OBJECTIVE:

To initiate student awareness about training opportunities available.

ACTIVITY:

Use of speakers, show film and conduct question and answer sessions aimed at:

1. The various levels of occupations within a given area; e.g., medical services - nurses aide to surgeon and all the branches in between.
2. Opportunities for training both in and out of armed services.
3. Behavior which leads to failure in any area; e.g., stealing, absenteeism.
4. Some emphasis on personal and monetary reward.

Students make a tentative list of educational competencies necessary for a given career choice.

INTEGRATION INTO THE CURRICULUM:

Thematic unit: "With What You Have"

Assignment reinforces listening skills

RESOURCE MATERIALS:

U.S. Air Force Recruiters

Community College:
a. medical services
b. auto mechanics
c. others as new programs become available

Pamphlets distributed by both

EVALUATION:

Student will begin to see self from the viewpoint of a potential employer and recognize that he must obtain saleable skills.

CAREER EDUCATION OBJECTIVE:

3.3 Recognizes that there is continual personal change during career development.

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INSTRUCTIONAL OBJECTIVE:

Increases the awareness of rewards and satisfaction from work.

ACTIVITY:

1. Discussion on feelings about receiving praise on job well done. If anyone enjoys criticism?
2. Draw pictures of jobs before and after activity is done.
3. Have students tell about jobs they do well in home.
4. Pantomime a special activity that kid does well.
5. Have students bring some examples of their hobbies or give demonstration of their hobby.
6. Discuss how hobbies can become the basis of a career; e.g., cars, drama, boating.
7. Interview someone who has developed a career from a hobby (on tape) and play it for the class.

INTEGRATION INTO THE CURRICULUM:

Unit on family functions and relating feelings on receiving praise and criticism. "A Dream We Share"

RESOURCE MATERIALS:

Drawing paper and pencils; Room set up as stage (semi-circle desks); Tape recorder.

EVALUATION:

Students will understand that doing a job completely and well can have rewards and that anything less can cause criticism.

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CAREER EDUCATION OBJECTIVE:

3.3.1 Recognizes that personal characteristics change as the learner matures.

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INSTRUCTIONAL OBJECTIVE:

Recognizes the personal change undergone by persons with political careers.

ACTIVITY:

Class members work together in small groups to develop and present brief biographical sketches of political persons, such as: your United States senators, representatives in Congress, and state legisla-

tors. Conduct a class discussion around patterns that they observe in these peoples' careers. What evidences of personal change are evident i.. these people'

RESOURCE MATERIALS:

Who's Who in America
Iowa Official State Register
Iowa State Republican Headquarters
Iowa State Democratic Headquarters

EVALUATION:

Teacher observation of class discussion.

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CAREER EDUCATION OBJECTIVE:

3.3.2 Recognizes that personal characteristics change as the learner experiences the world-of-work.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that work experience matures an individual into a more useful person.

ACTIVITY:

1. In reading the novel Great Expectations emphasize the shallowness of Pip's expectations as compared to the reality of learning to do something useful.
2. Discuss how each major character would fare in today's world.
3. Discuss how each major character became more or less of a person through his career development.
4. Write a paragraph explaining why and how one character of student's own choice is suited for a modern day job of student's own choice.

INTEGRATION INTO THE CURRICULUM: Thematic unit: "The Novel"

RESOURCE MATERIALS:

Great Expectations by Charles Dickens

EVALUATION:

The student will recognize the dignity of all men and recognize that the worker develops and changes rather than remaining static.

CAREER EDUCATION OBJECTIVE:

3.3.3 Recognizes that change in personal qualifications influences changes in career alternatives.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that different occupations not only require different training but different personal attributes.

ACTIVITY:

1. Occupations file was brought into classroom and placed in a prominent spot where "nosey" students would find it.
2. As different factors concerning occupations came up in literature selections instructor (seemingly casually) looked to see what characteristics were considered important for specific jobs.
3. Working in groups of six, students selected jobs for which literary characters might be well qualified.
4. Students were asked to write a paper, not to be graded, in which they explained why they felt they were or were not qualified to handle a job of their choice if they had the training.

INTEGRATION INTO THE CURRICULUM:

Thematic unit: "How Powerful is Man?"

RESOURCE MATERIALS:

The Encyclopedia of Careers and Vocational Guidance, W.E. Hopke, Doubleday, 1967.

Handbook of Job Facts, N.L. Thiemann, Science Research Associates, Inc., 1968.

Career Preparation Through Effective High School Program Planning, Alp Pub., 1968.

Reading list "How Powerful is Man?"

EVALUATION:

Student will recognize that some limitations are imposed not by lack of intelligence or training, but by personality.

CAREER EDUCATION OBJECTIVE:

3.4 Develops an idea of the type of life style desired.

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INSTRUCTIONAL OBJECTIVE:

Selects occupational choices to determine their correlation to desired life style.

ACTIVITY:

1. Student will select five occupations in which he believes he is interested and check them against his life style inventory.
2. Student will narrow choice to two occupations and write a paragraph comparing and contrasting the two from the standpoint of life style.
3. Student will write a concluding paragraph in which he states which is better choice for himself/herself, giving reasons.

INTEGRATION INTO THE CURRICULUM:

Thematic unit: "It's My Life Isn't It?"; Composition skills: Paragraph using comparison and contrast; Writing a paragraph using reasons.

RESOURCE MATERIALS:

1. Complete gamut of occupational literature in library.
2. Students' own life style inventory.

EVALUATION:

Student will realize that life style preference should be a factor in selecting an occupation.

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INSTRUCTIONAL OBJECTIVE:

Becomes aware that job choices may change with time.

ACTIVITY:

Discussion conerning career choices as a changing process. Interview three adults and ask them the following questions: (1) How many employers have you had since you entered the work force? (2) How many times have you actually changed performance of the work you have done? (3) Why did you change jobs?

INTEGRATION INTO THE CURRICULUM:

Unit on geography and transportation and mobility.

RESOURCE MATEPIALS: Tape recorder; Adult speakers

EVALUATION:

Students will understand that career choices may change from time to time.

CAREER EDUCATION OBJECTIVE:

3.4.1 Relates desired life styles to occupation preference.

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INSTRUCTIONAL OBJECTIVE:

Becomes aware of personal preferences in components of a life style.

ACTIVITY:

After a discussion of life styles, students compose and answer a series of questions relating to life style such as:

Would you: rather live in a rural or urban area?
like to work with many other people or alone?
like to have a lot of money?
like to have a lot of friends?
be a big success?

After answering the questions, students rate the importance of each area on a scale of one to five, with five indicating the most important and one indicating the least important. Students then examine their answers for consistency and conflict between areas rating high point values. Teacher has individual conferences with students on their answers.

EVALUATION:

Teacher evaluation of student progress during and at the culmination of the activity for evidence of student growth.

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CAREER EDUCATION OBJECTIVE:

3.4.2 Realizes that individual may choose a life style.

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INSTRUCTIONAL OBJECTIVE:

Recognizes that while some factors in one's life style are externally imposed, other factors are optional.

ACTIVITY:

1. Students will discuss meaning of term "life style" and various facets which contribute to total pattern.
2. Students will check inventory as they believe a selected character from short stories would.
3. Students will check life style inventory in terms of their own wants and needs.
4. Students will save "life style" inventory in individual file for future use.

INTEGRATION INTO THE CURRICULUM:
Thematic unit: "It's My Life Isn't It?"

RESOURCE MATERIALS:
Reading List: "It's My Life Isn't It?" and "Life Style Inventory"—Teacher prepared.*

EVALUATION:
Students will have acquired a rudimentary idea of the meaning of the term "life style" and some idea of their own desired life styles.

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CAREER EDUCATION OBJECTIVE:
3.5 Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration pattersn.

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INSTRUCTIONAL OBJECTIVE:
Recognizes diversant philosophies of work and leisure between the native American Indian and European-influenced American whites.

ACTIVITY:
The class shall read and discuss the novel, The Light in the Forest, by Conrad Richter. This novel deals with cultural conflict (native American Indians and the European-influenced American whites). One of the points of conflict is each culture's view of work and leisure.

RESOURCE MATERIALS:
Richter, Conrad. The Light in the Forest. New York: Bantom Pathfinder, 1953.

EVALUATION:
A subjective test shall be given each student upon the completion of this book. Questions regarding the views of work and leisure within each culture shall be included.

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INSTRUCTIONAL OBJECTIVE:
Becomes aware of the importance of planning successful leisure time activities.

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* I am not entirely satisfied with this inventory. I did considerable research, hoping to find something better. Although we hear a great deal of talk about life styles, apparently not much is printed except that dealing with alternate life styles.

ACTIVITY:

1. Have a YMCA recreation director discuss leisure time activities and their relationship to the world-of-work.
2. Have the students draw a mural of a variety of leisure-time activities.
3. Discuss the value of leisure time well spent.

INTEGRATION INTO THE CURRICULUM: Unit on understanding life styles.

RESOURCE MATERIALS:

Large sheet of manilla paper; Paint supplies; Resource speaker.

EVALUATION:

Students will begin to understand the importance of leisure time and a variety of ways to utilize it.